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# Report
# Minister of Education
## Province of Ontario
(CANADA)
1910

# REPORT

OF THE

# Minister of Education

## Province of Ontario

FOR THE YEAR

## 1910

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1911.

Printed by
WILLIAM BRIGGS,
29-37 Richmond Street West,
TORONTO

G.D.
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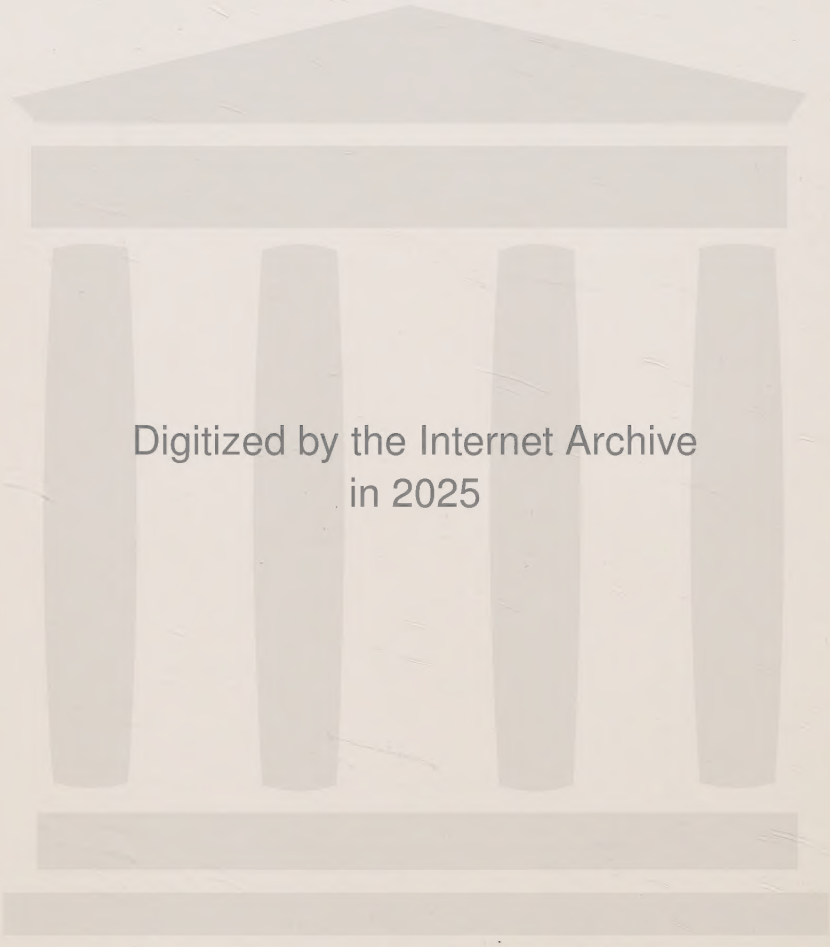
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# REPORT

OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1910

*To the Honourable* JOHN M. GIBSON, K.C.,
*Lieutenant-Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOUR:—

I beg to present to your Honour the Report of the Department of Education for the fiscal year ending October 31st, 1910.

I am glad to be able to report to your Honour that the educational conditions of the Province show a distinct improvement in several highly important particulars. The supply of teachers-in-training continues to be adequate to the needs of the Province, providing those who receive certificates can be induced to accept schools in Ontario. The average salary paid to teachers steadily increases, both in rural and urban schools, and the action of many trustee boards in advancing salaries is a welcome sign that the best remedy to relieve the scarcity of teachers is being generally recognized and applied. There must also be noted the readiness of many rural and urban boards to spend the money required to build new schools or to improve the equipment and accommodation of old ones. The attention of your Honour is respectfully drawn to the reports of the inspectors of collegiate institutes and high schools, which reveal a satisfactory condition in respect to the secondary education of the Province. The report of the inspector of continuation schools also exhibits the growth of the movement to provide secondary instruction for pupils in the rural and smaller urban portions of the Province.

In view of complaints that the instruction in certain schools in the County of Essex was defective, owing to the presence in those schools of many pupils whose mother tongue is French, and who, it was contended, were not being well trained in either English or French, Dr. F. W. Merchant, Chief Inspector of Public and Separate Schools, was instructed to inquire into and report upon the English-French schools of the Province. Dr. Merchant is now engaged in the task assigned him. The investigation is to be a thorough one, and the inquiry will include, in addition to the schools in Essex and Kent, such schools of a similar class in Eastern and Northern Ontario as the chief inspector may deem necessary for complete understanding of the whole question.

### STATISTICS OF PUBLIC AND SEPARATE SCHOOLS

The statistics presented herewith are for the calendar year 1909:

Substantial increases over the preceding year in salaries paid to the Public School teachers are again recorded in Appendix A, Table C, page 22. Also a comparative statement of salaries is given on page XXIV, showing the average amounts paid every quinquennial period since 1867, and for the last two years.

The average salaries for male and female teachers in urban schools in 1909 were $1,009 and $532 respectively, showing increases of $14 and $16 for the year. Rural schools show increases of $22 and $17, the salaries being $484 for males and $399 for females. These are the highest salaries recorded in both classes of schools and for both sexes in the history of the Province.

Owing to increases in population in the urban centres and in the newer portions of the Province, principally, there were engaged 189 more teachers in the Public and Separate Schools than in the preceding year—165 in the Public and 24 in the Roman Catholic Separate Schools. There were 720 more than five years previous—575 in the Public and 145 in the Separate Schools.

Notwithstanding the above increase in the number of teachers engaged and the demand for our University Faculty and Normal trained teachers by Western Canada and the increasing attractions of industrial life, it will be found that there is a great improvement recorded in the relative number of the high grades of teachers. In 1909 there were teaching in the schools 779 more First and Second Class certificated teachers and 594 fewer Third Class than in 1908. An increase of 843 in the number who had attended Normal Schools is also noticed. The number of other classes of certificates, including District and Temporary, remained stationary, there being 1,778 in 1909 and 1,774 in 1908.

This great improvement in one year in the qualifications of the teachers in these schools was caused by the opening of the three additional Normal Schools at Hamilton, Peterborough and Stratford in 1908, and the consequent closing of the County Model Schools in the same year.

### URBAN AND RURAL SCHOOLS

There was an increase of 3,081 in the number of enrolled pupils, the total enrolment being 456,302. The rural schools showed a decrease of 2,997 pupils; the urban, an increase of 6,078 pupils, making in all 47.55 per cent. of the total enrolment, which is an increase of 1.02 per cent. for the year. Forty years ago the urban centres supplied only about 18 per cent. of the primary school pupils of the Province.

The percentage of average to total attendance increased from 60.05 to 60.17 per cent.

### EXPENDITURES ON PRIMARY EDUCATION

The total expenditure upon the elementary schools of the Province now exceeds eight millions of dollars ($8,141,423, being an increase of $197,597 over 1908), and amounts to $17.84 per pupil of enrolled attendance, an increase of 32 cents over 1908. While the expenditure on teachers' salaries increased by 74 cents per pupil, all other items showed a decrease. On pages xxiv and xxv will be found detailed, comparative statements for several years under the various headings.

The legislative grants to these schools increased by $40,169 in 1909, and amounted to $810,595.

### CONTINUATION SCHOOLS

The Continuation Schools numbered 128 in 1909, with an enrolled attendance of 5,866, being an increase of 549 for the year. In 1910 there were 135 of these schools, with an attendance of 5,917 pupils, an increase of 51 for the year. Two hundred and fifteen teachers were engaged, with an average salary of $892 for principals and $637 for assistants. Eight Continuation School Boards have been

created by County Councils in accordance with the terms of the new Act, and another (Thorndale) has been formed and will open in January, 1911, while one (Ayr) is a union of sections by agreement of the Boards of Trustees. The legislative grants to Continuation Schools in 1910 amounted to $48,700.74.

### HIGH SCHOOLS AND COLLEGIATE INSTITUTES

There were 145 of these secondary schools in 1909. Eight hundred and twenty teachers were engaged therein, 25 more than in the previous year. The highest salary paid was $3,500, the average for principals being $1,519, assistants, $1,129, and for all, $1,195, being an increase of $56. The salaries being paid, the qualifications and number of teachers, in these schools at the present time will be found in Appendix V., pages 416 to 444.

The expenditure increased from $1,385,832 to $1,621,637, and the legislative grants from $158,549 to $170,102. The cost per pupil of enrolled attendance increased from $43.42 to $48.99.

The attendance increased by 1,189, or from 31,912 to 33,101, and the percentage of average to total attendance from 62.23 to 62.81.

Detailed statistics for each school for 1909 will be found in Appendix A, pages 58 to 89, where is given, together with much other information, the proportion of pupils coming from the commercial, agricultural, professional, mechanical, labouring, and other classes of the Province.

The amounts under the various headings of receipts and expenditure, the cost per pupil, and the classification and destination of pupils, will be found on pages XXVII to XXIX, in tables giving such information for every five year period since 1867.

### INSPECTORS' REPORT

The public school inspectors in the Counties of Stormont, Glengarry, Prescott and Russell made an investigation ordered by the government into those schools in Eastern Ontario, wherein violations of the school law took place. Their report covers all violations of law complained of. The inspectors were instructed to visit all the schools, to enquire into the complaints made, to forbid all illegal practices, and to stop any unpaid portions of the legislative grants where the school continues to be conducted in defiance of the act and regulations. The inspectors have carried out their instructions and the following brief summary of their reports shows what has been done:

No. 16, Roxborough, Stormont—During 1910 this school was conducted according to law, except that reading of Scripture was omitted; the trustees and teacher promise to observe the law in all respects; grant recommended to be paid.

No. 10, Finch, Stormont—Found that Roman Catholic prayers and catechism were used in school hours; both French and English taught; all pupils French; trustees have been notified of illegalities and teacher told to teach more English; grant withheld pending satisfactory assurances.

### MUST CEASE CATECHISM

No. 10, Lancaster, Glengarry—School attended by both Protestants and Roman Catholics; catechism has been taught a quarter of an hour each day during school hours; teacher instructed to cease doing so; inspector thinks law is observed.

No. 9, Caledonia, Prescott—During school hours Roman Catholic prayers and catechism; grant withheld pending receipt of trustees' certificate to observe the law.

Nos. 13. and 14, Caledonia and S. Plantagenet—Roman Catholic religious exercises contrary to law; English well taught; grant withheld.

No. 14, E., Hawkesbury—Defective teaching of English and use of Roman Catholic prayers in past years, but now there is well qualified teacher and law is obeyed.

L'Orignal.—Complaints of insufficient English taught and religious exercises contrary to law; inspector finds English fairly well taught; Roman Catholic prayers used and school closed on holy days three or four times a year; trustees have undertaken to stop this and to observe the law.

Unions 13 and 14, Plantagenet and Cambridge—This school now conducted according to law; charge that two trustees ignore the third is true.

### TOO MUCH FRENCH

No. 1, Cambridge—Complaints here of too much instruction in French; catechism in school hours and closing of school on church holy days; inspector reports that, considering the conditions, English teaching is fair; grant withheld until law is obeyed.

Nos. 12 and 11, Cambridge and Russell—Complaints here of catechism in school hours and Roman Catholic teachers always employed; this case is in the courts; inspector finds school now conforming to the law; grant withheld.

No. 1, Cumberland—Roman Catholic prayers during school hours; with a poor teacher the French instruction causes loss of time to English-speaking pupils; at present good teacher with satisfactory instruction in both languages; grant withheld pending assurances that inspector's instructions are being followed.

No. 16, Cambridge (given as No. 4, Cambridge).—Complaints of catechism in school hours; of children being allowed to go home at 2.30 p.m., and of poor English instruction; present teacher is doing fairly well, though English is still weak; no Protestant pupils attend this school; children of Form I. are allowed to go home at recess.

### MUST GIVE ASSURANCES

No. 10, Clarence—Teacher has promised to stop teaching catechism at recess; no complaint made to the inspector since June, but grant is withheld as in other cases until satisfactory assurances are received from trustees.

## REPORT ON TECHNICAL EDUCATION

The report of Dr. John Seath, Superintendent of Education, who was instructed in 1909 to make a special inquiry into industrial education in Great Britain, France, Switzerland, United States and other countries, will shortly be made public. The report will also embody the results of special inquiries into industrial training in the Province of Ontario.

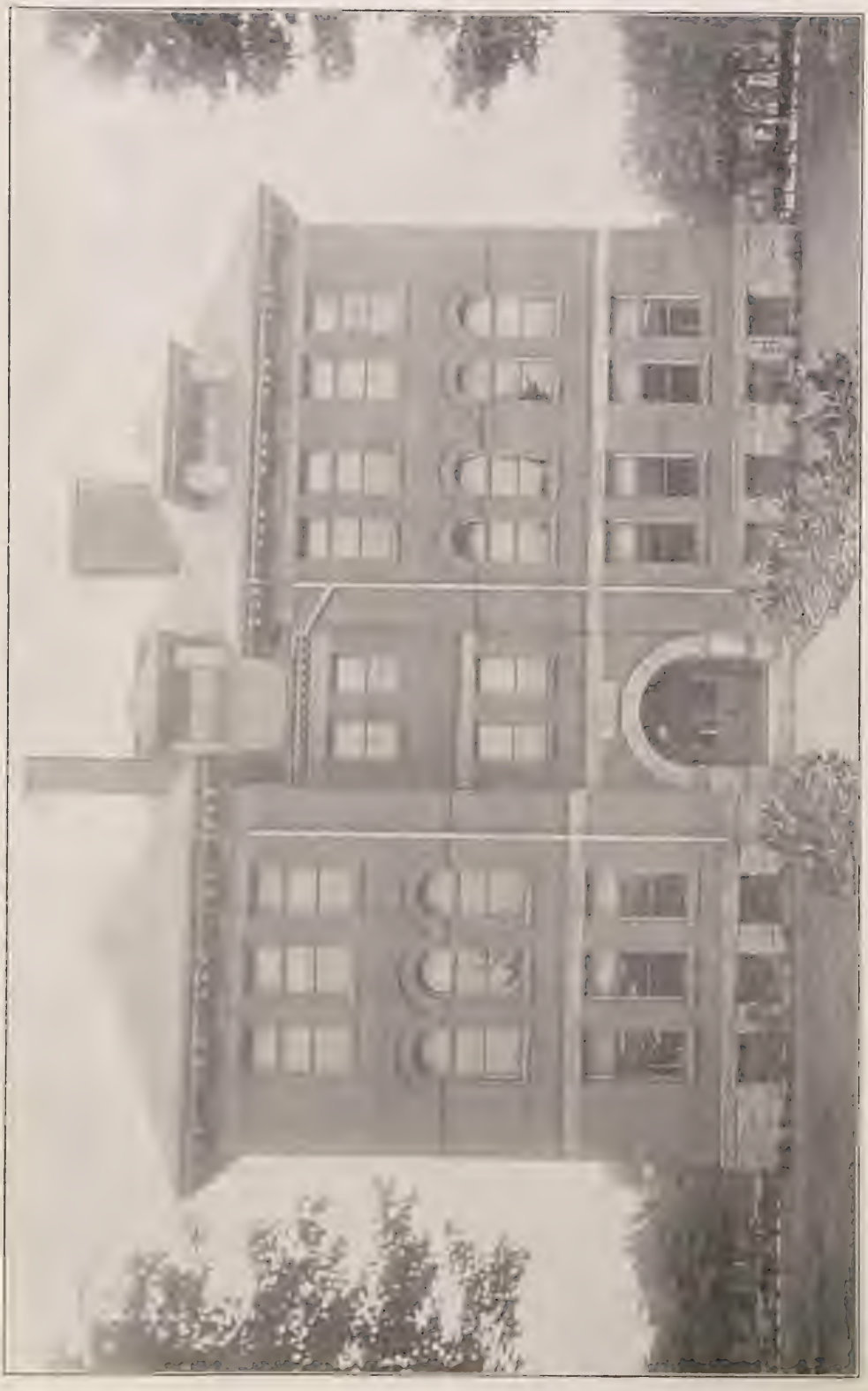
Respectfully submitted,

R. A. PYNE,

Minister of Education.

Toronto, January, 1911.

BALACLAVA STREET PUBLIC SCHOOL, ST. THOMAS.



WELLINGTON STREET PUBLIC SCHOOL, ST. THOMAS.

Scott Street School.

Myrtle Street School.

PUBLIC SCHOOLS, ST. THOMAS.

Manitoba Street School.

HIGH SCHOOL, TILLSONBURG.

## SUMMARY OF STATISTICS

### I. ELEMENTARY SCHOOLS

#### *a. Public Schools.*

| | | |
|---|---|---|
| Number of Public Schools in 1909 | | 5,913 |
| Increase for the year | 44 | |
| Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Kindergarten and Night School pupils) | | 401,268 |
| Increase for the year | 1,598 | |
| Average daily attendance of pupils | | 240,008 |
| Increase for the year | 2,075 | |
| Percentage of average attendance to total attendance | | 59.81 |
| Increase for the year | .28 | |
| Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 1,660; women, 7,525; total | | 9,185 |
| Decrease: men, 107; increase: women, 272; total increase | 165 | |
| Number of teachers who attended Normal School | | 5,318 |
| Increase for the year | 763 | |
| Number of teachers with a University degree | | 100 |
| Increase for the year | 14 | |
| Average annual salary for male teachers | | $660 |
| Increase for the year | $36 | |
| Average annual salary for female teachers | | $449 |
| Increase for the year | $17 | |
| Average experience of male teachers | | 11.09 years |
| Average experience of female teachers | | 7.08 years |
| Amount expended for Public School houses (sites and buildings) | | $1,103,672 |
| Amount expended for teachers' salaries | | $4,600,652 |
| Amount expended for all other purposes | | $1,616,915 |
| Total amount expended on Public Schools | | $7,321,239 |
| Increase for the year | $139,005 | |
| Cost per pupil (enrolled attendance) | | $18.24 |
| Increase for the year | $0.27 | |

#### *b. Roman Catholic Separate Schools.*

| | | |
|---|---|---|
| Number of Roman Catholic Separate Schools in 1909 | | 467 |
| Increase for the year | 2 | |

| | | |
|---|---|---|
| Number of enrolled pupils of all ages | | 55,034 |
| Increase for the year | 1,483 | |
| Average daily attendance of pupils | | 34,553 |
| Increase for the year | 296 | |
| Percentage of average attendance to total attendance | | 62.78 |
| Decrease for the year | 1.19 | |
| Number of teachers | | 1,089 |
| Increase for the year | 24 | |
| Amount expended for School houses (sites and buildings) | | $161,317 |
| Amount expended for teachers' salaries | | $407,890 |
| Amount expended for all other purposes | | $250,977 |
| Total amount expended on R. C. Separate Schools | | $820,184 |
| Increase for the year | $58,592 | |
| Cost per pupil (enrolled attendance) | | $14.90 |
| Increase for the year | $68 | |

*c. Protestant Separate Schools.*

| | | |
|---|---|---|
| Number of Protestant Separate Schools (included with Public Schools, *a*) in 1909 | | 6 |
| Number of enrolled pupils | | 402 |
| Decrease for the year | 20 | |
| Average daily attendance of pupils | | 250 |
| Increase for the year | 7 | |

*d. Kindergartens.*

| | | |
|---|---|---|
| Number of Kindergartens in 1909 | | 165 |
| Increase for the year | 9 | |
| Number of pupils enrolled | | 17,816 |
| Increase for the year | 1,339 | |
| Average daily attendance of pupils | | 6,523 |
| Increase for the year | 503 | |
| Number of teachers engaged | | 312 |
| Increase for the year | 24 | |

*e. Night Schools.*

| | | |
|---|---|---|
| Number of Night Schools in 1909-10 | | 15 |
| Increase for the year | 5 | |
| Number of pupils enrolled | | 1,344 |
| Increase for the year | 455 | |
| Average daily attendance of pupils | | 449 |
| Increase for the year | 241 | |
| Number of teachers engaged | | 31 |
| Increase for the year | 13 | |

II. SECONDARY SCHOOLS

### *a. High Schools.*

| | | |
|---|---|---|
| Number of High Schools (including 43 Collegiate Institutes) in 1909 | | 145 |
| *Number of Teachers in High Schools | | 820 |
| Increase for the year | 25 | |
| Number of pupils enrolled in High Schools | | 33,101 |
| Increase for the year | 1,189 | |
| Average daily attendance of pupils | | 20,791 |
| Increase for the year | 929 | |
| *Average annual salary, Principals | | $1,519 |
| Increase for the year | $89 | |
| *Average annual salary, Assistants | | $1,129 |
| Increase for the year | $55 | |
| *Average annual salary, all teachers | | $1,195 |
| Increase for the year | $56 | |
| *Highest salary paid | | $3,500 |
| Amount expended for High School teachers' salaries | | $941,657 |
| Amount expended for High School houses (sites and buildings) | | $407,283 |
| Amount expended for all other High School purposes | | $272,697 |
| Total amount expended on High Schools | | $1,621,637 |
| Increase for the year | $235,805 | |
| Cost per pupil (enrolled attendance) | | $48.99 |
| Increase for the year | $5.57 | |
| Cost per pupil (average attendance) | | $77.99 |
| Increase for the year | $8.22 | |

### *b. Continuation Schools.*

| | | |
|---|---|---|
| Number of Continuation Schools, 1909 (included in Public and Separate Schools, I, *a* and *b*), doing High School work | | 128 |
| Increase for the year | 8 | |
| Number of pupils in attendance | | 5,866 |
| Increase for the year | 549 | |
| Number of teachers devoting whole time to High School courses | | 185 |
| Increase for the year | 23 | |
| Average annual salary, Principals | | $828 |
| Increase for the year | $70 | |
| Average annual salary, Assistants | | $592 |
| Increase for the year | $36 | |

*These statistics are based on Returns to the Department, dated January, 1910.

III. GENERAL

*Elementary and Secondary Schools.*

| | | |
|---|---|---|
| Total population of the Province, 1909 | | †2,283,109 |
| Pupils enrolled in Elementary and Secondary Schools | | 508,563 |
| Increase for the year | 6,064 | |
| Average daily attendance | | 302,324 |
| Increase for the year | 4,044 | |
| Percentage of total population enrolled | | 22.27 |

Average cost per pupil (enrolled attendance) in all schools:

| | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|
| Sites and buildings | $0 97 | $2 86 | $3 37 | $3 28 |
| Teachers' salaries | 7 63 | 10 44 | 10 95 | 11 70 |
| All other expenses | 2 80 | 4 40 | 4 24 | 4 21 |
| For all purposes | $11 40 | $17 70 | $18 56 | $19 19 |

Average cost per pupil (average attendance) in all schools:

| | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|
| Sites and buildings | $1 70 | $4 86 | $5 67 | $5 53 |
| Teachers' salaries | 13 34 | 17 78 | 18 45 | 19 68 |
| All other expenses | 4 89 | 7 50 | 7 15 | 7 08 |
| For all purposes | $19 93 | $30 14 | $31 27 | $32 29 |

†Estimated.

## COMPARATIVE SCHOOL STATISTICS, 1867-1909

### I. PUBLIC AND SEPARATE SCHOOLS (INCLUDING CONTINUATION SCHOOLS)

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

### 1.—School Population—Attendance.

The School population of the Province (as ascertained by the assessors), and the school attendance, are given in the following table:

| Year. | School age. | School population. | Pupils enrolled under 5. | Pupils enrolled 5 to 21. | Pupils enrolled over 21. | Total number of enrolled pupils. | Boys. | Girls. | Average daily attendance. | Percentage of average attendance to total number attending school. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1867.. | 5—16 | 447,726 | ..... .. | a380,511 | b21,132 | 401,643 | 213,019 | 188,624 | 163,974 | 40.82 |
| 1872.. | 5—16 | 495,756 | ..... | a433,664 | b20,998 | 454,662 | 238,848 | 215,814 | 188,701 | 41.50 |
| 1877.. | 5—16 | 494,804 | 1,430 | 488,553 | 877 | 490,860 | 261,070 | 229,790 | 217,184 | 44.25 |
| 1882.. | 5—16 | 483,817 | 1,352 | 469,751 | 409 | 471,512 | 246,966 | 224,546 | 214,176 | 45.42 |
| 1887.. | 5—21 | 611,212 | 1,569 | 491,242 | 401 | 493,212 | 259,083 | 234,129 | 245,152 | 49.71 |
| 1892.. | 5—21 | 595,238 | 1,636 | 483,643 | 391 | 485,670 | 253,091 | 232,579 | 253,830 | 52.26 |
| 1897.. | 5—21 | 590,055 | 1,385 | 481,120 | 272 | 482,777 | 251,677 | 231,100 | 273,544 | 56.66 |
| 1902.. | 5—21 | 584,512 | 1,001 | 452,977 | 110 | 454,088 | 232,880 | 221,208 | 261,480 | 57.58 |
| 1907.. | 5—21 | 590,285 | 691 | 447,452 | 75 | 448,218 | 229,794 | 218,424 | 266,503 | 59.45 |
| 1908.. | 5—21 | 596,713 | 763 | 452,374 | 84 | 453,221 | 233,301 | 219,920 | 272,190 | 60.05 |
| 1909.. | 5—21 | 599,291 | 653 | 455,593 | 56 | 456,302 | 234,876 | 221,426 | 274,561 | 60.17 |

*a* 5—16. *b* Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.

An increase of 3,081 in the enrolled attendance, and of 2,371 in the average attendance, for 1909, are shown in the above table.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

| Year. | Attendance in Rural Schools. | Attendance in Urban Schools. |
|---|---|---|
| 1903 | 260,617 or 57.88% of total | 189,661 or 42.12% of total |
| 1907 | 242,247 or 54.05% of total | 205,971 or 45.95% of total |
| 1908 | 242,328 or 53.47% of total | 210,893 or 46.53% of total |
| 1909 | 239,331 or 52.45% of total | 216,971 or 47.55% of total |

## 2.—Classification of Pupils.

| Year | 1st Reader—Part I., or Primer. | 1st Reader—Part II., or 1st Book. | 2nd Book. | 3rd Book. | 4th Book. | 5th Book, or beyond 4th Book. | Writing. | Arithmetic. | Drawing (Art). |
|---|---|---|---|---|---|---|---|---|---|
| 1867 | ..... | *79,365 | 98,184 | 83,211 | 68,896 | 71,987 | 231,734 | 241,501 | 5,450 |
| 1872 | ..... | *160,828 | 100,245 | 96,481 | 67,440 | 29,668 | 322,688 | 327,218 | 57,582 |
| 1877 | ..... | *153,630 | 108,678 | 135,824 | 72,871 | 19,857 | 396,006 | 402,248 | 153,036 |
| 1882 | ..... | *165,834 | 106,229 | 117,352 | 71,740 | 10,357 | 398,401 | 419,557 | 176,432 |
| 1887 | 115,657 | 76,704 | 100,533 | 108,096 | 81,984 | 10,238 | 466,389 | 469,445 | 375,097 |
| 1892 | 114,932 | 73,015 | 96,074 | 99,345 | 88,934 | 13,370 | 465,516 | 470,813 | 435,239 |
| 1897 | 110,567 | 70,808 | 91,330 | 99,682 | 89,314 | 21,076 | 465,525 | 471,869 | 448,444 |
| 1902 | 107,441 | 69,062 | 85,732 | 90,630 | 83,738 | 17,485 | 445,316 | 449,573 | 434,030 |
| 1907 | 112,552 | 60,194 | 84,622 | 89,371 | 85,752 | 15,727 | 448,218 | 448,218 | 394,735 |
| 1908 | 115,271 | 60,295 | 84,072 | 91,039 | 86,412 | 16,132 | 453,221 | 453,221 | 399,646 |
| 1909 | 116,287 | 62,005 | 84,036 | 90,267 | 87,690 | 16,017 | 456,302 | 456,302 | 411,207 |

*In 1st Reader.

| Year. | Geography. | Music. | Physiology and Hygiene. | English History. | Canadian History. | Composition. | Grammar. |
|---|---|---|---|---|---|---|---|
| 1867 | 272,173 | 47,618 | ..... | *61,787 | ..... | 147,412 | 147,412 |
| 1872 | 327,139 | 110,083 | ..... | 47,019 | 37,339 | 105,512 | 176,644 |
| 1877 | 375,951 | 168,942 | ..... | 59,694 | 43,401 | 226,977 | 226,977 |
| 1882 | 280,517 | 158,694 | 33,926 | *150,989 | ..... | 209,184 | 209,184 |
| 1887 | 316,791 | 203,567 | 71,525 | 94,830 | 114,141 | 270,856 | 270,856 |
| 1892 | 334,947 | 220,941 | 171,594 | 106,505 | 147,451 | 294,331 | 294,331 |
| 1897 | 342,189 | 233,915 | 215,343 | 114,398 | 169,627 | 316,787 | 316,787 |
| 1902 | 318,755 | 268,356 | 194,459 | 106,282 | 163,672 | 296,172 | 296,172 |
| 1907 | 336,073 | 274,493 | 249,324 | 139,212 | 195,266 | 357,969 | 222,745 |
| 1908 | 335,788 | 277,759 | 255,768 | 144,252 | 203,457 | 360,796 | 222,174 |
| 1909 | 352,693 | 286,006 | 285,717 | 157,062 | 215,359 | 373,705 | 229,316 |

* History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1908 and 1909.

| | Year. | First Reader Part I. or Primer. | First Reader Part II. or First Book. | Second Book. | Third Book. | Fourth Book. | Fifth Book or beyond Fourth Book. | Totals. |
|---|---|---|---|---|---|---|---|---|
| Rural Schools | 1904 | 60,784 | 36,941 | 47,930 | 50,297 | 47,289 | 9,892 | 253,133 |
| Rural Schools | 1907 | 60,470 | 31,538 | 46,219 | 48,247 | 46,815 | 8,958 | 242,247 |
| Rural Schools | 1908 | 61,826 | 31,363 | 44,810 | 48,348 | 47,101 | 8,880 | 242,328 |
| Rural Schools | 1909 | 61,091 | 31,440 | 43,808 | 47,031 | 47,625 | 8,336 | 239,331 |
| Urban Schools (cities, towns and incorporated villages) | 1904 | 44,456 | 27,800 | 37,299 | 39,814 | 35,815 | 6,304 | 191,488 |
| | 1907 | 52,082 | 28,656 | 38,403 | 41,124 | 38,937 | 6,769 | 205,971 |
| | 1908 | 53,445 | 28,932 | 39,262 | 42,691 | 39,311 | 7,252 | 210,893 |
| | 1909 | 55,196 | 30,565 | 40,228 | 43,236 | 40,065 | 7,681 | 216,971 |

### 3.—Teachers' Certificates.

| Year. | Number of teachers. | Male. | Female. | 1st class. | 2nd class. | 3rd class. | Other certificates, including old County Board, etc. | Number of teachers who attended Normal School. |
|---|---|---|---|---|---|---|---|---|
| 1867 | 4,890 | 2,849 | 2,041 | 1,899 | 2,454 | 386 | 151 | 666 |
| 1872 | 5,476 | 2,626 | 2,850 | 1,337 | 1,477 | 2,084 | 578 | 828 |
| 1877 | 6,468 | 3,020 | 3,448 | 250 | 1,304 | 3,926 | 988 | 1,084 |
| 1882 | 6,857 | 3,062 | 3,795 | 246 | 2,169 | 3,471 | 971 | 1,873 |
| 1887 | 7,594 | 2,718 | 4,876 | 252 | 2,553 | 3,865 | 924 | 2,434 |
| 1892 | 8,480 | 2,770 | 5,710 | 261 | 3,047 | 4,299 | 873 | 3,038 |
| 1897 | 9,128 | 2,784 | 6,344 | 343 | 3,386 | 4,465 | 934 | 3,643 |
| 1902 | 9,367 | 2,294 | 7,073 | 608 | 4,296 | 3,432 | 1,031 | 4,774 |
| 1907 | 9,893 | 1,783 | 8,110 | 715 | 3,887 | 3,452 | 1,839 | 4,587 |
| 1908 | 10,085 | 1,842 | 8,243 | 767 | 3,979 | 3,565 | 1,774 | 4,739 |
| 1909 | 10,274 | 1,747 | 8,527 | 793 | 4,732 | 2,971 | 1,778 | 5,602 |

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men engaged in teaching in these schools in 1909 was only 17 per cent. of the whole; in 1908 it was 18.26.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22, 23 and 24 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, 1908, and 1909:—

| | Teachers. | | | Certificates. | | | |
|---|---|---|---|---|---|---|---|
| | Total. | Male. | Female. | 1st Class. | 2nd Class. | 3rd Class. | Other Class. |
| Rural Schools, 1904 | 5,974 | 1,469 | 4,505 | 152 | 1,944 | 3,107 | 771 |
| Rural Schools, 1907 | 6,038 | 1,201 | 4,837 | 180 | 1,542 | 3,079 | 1,237 |
| Rural Schools, 1908 | 6,107 | 1,254 | 4,853 | 207 | 1,533 | 3,180 | 1,187 |
| Rural Schools, 1909 | 6,119 | 1,126 | 4,993 | 205 | 2,015 | 2,618 | 1,281 |
| Urban (cities, towns and incorporated villages), 1904 | 3,580 | 606 | 2,974 | 483 | 2,248 | 289 | 560 |
| Urban, 1907 | 3,855 | 582 | 3,273 | 535 | 2,345 | 373 | 602 |
| Urban, 1908 | 3,978 | 588 | 3,390 | 560 | 2,446 | 385 | 587 |
| Urban, 1909 | 4,155 | 621 | 3,534 | 588 | 2,717 | 353 | 497 |

## 4.—Teachers' Salaries and Experience.

### Teachers' Salaries.

| Year. | Highest salary paid. | Average salary, male teacher, province. | Average salary, female teacher, province. | Average salary, male teacher, cities. | Average salary, female teacher, cities. | Average salary, male teacher, towns. | Average salary, female teacher, towns. | Average salary, male teacher, incorporated villages. | Average salary, female teacher, incorporated villages. | *Average salary, male teacher, rural schools. | *Average salary, femal teacher, rural schools. | Average salary, male teacher, all urban schools. | Average salary, female teacher, all urban schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 1867. | 1,350 | 346 | 226 | 532 | 243 | 464 | 240 | ..... | ..... | 261 | 189 | .... | ..... |
| 1872. | 1,000 | 360 | 228 | 628 | 245 | 507 | 216 | ..... | ..... | 305 | 213 | ..... | ..... |
| 1877. | 1,100 | 398 | 264 | 735 | 307 | 583 | 269 | ..... | ..... | 379 | 251 | ..... | ..... |
| 1882. | 1,100 | 415 | 269 | 742 | 331 | 576 | 273 | ..... | ..... | 385 | 248 | ..... | ..... |
| 1887. | 1,450 | 425 | 292 | 832 | 382 | 619 | 289 | ..... | ..... | 398 | 271 | ..... | ..... |
| 1892. | 1,500 | 421 | 297 | 894 | 402 | 648 | 298 | ..... | ..... | 383 | 269 | ... . | ..... |
| 1897. | 1,500 | 391 | 294 | 892 | 425 | 621 | 306 | ..... | ..... | 347 | 254 | ..... | ..... |
| 1902. | 1,600 | 436 | 313 | 935 | 479 | 667 | 317 | ..... | ..... | 372 | 271 | ..... | ..... |
| 1907. | 1,900 | 596 | 420 | 1,157 | 592 | 800 | 406 | 659 | 372 | 458 | 379 | 907 | 453 |
| 1908. | 2,000 | 624 | 432 | 1,305 | 623 | 837 | 423 | 684 | 383 | 462 | 382 | 995 | 516 |
| 1909. | 2,000 | 660 | 449 | 1,264 | 633 | 872 | 437 | 724 | 409 | 484 | 399 | 1,009 | 532 |

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 and 23, the salaries for 1909 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages.

### Teachers' Experience.

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 24 to 27, where the numbers who have taught from less than one year up to forty years and over are given for each year.

## 5.—Receipts and Expenditures.

| Year. | Receipts. | | | | Expenditures. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Legislative grants. | Municipal school grants and assessments. | Clergy reserve funds, balances and other sources. | Total receipts. | Teachers' salaries. | Sites and building school houses. | Libraries, maps, apparatus, prizes, etc. | Rent, repairs, fuel and other expenses. | Total expenditure. | Cost per pupil. |
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ c. |
| 1867.. | 187,153 | 1 151,583 | 331,599 | 1,670,335 | 1,093,517 | 149,195 | 31,354 | 199,123 | 1,473,189 | 3 67 |
| 1872.. | 225,318 | 1,763,492 | 541,460 | 2,530,270 | 1,371,594 | 456,043 | 47,799 | 331.928 | 2,207,364 | 4 85 |
| 1877.. | 251,962 | 2,422,432 | 730,687 | 3,405,081 | 2,038,099 | 477,393 | 47,539 | 510,458 | 3,073.489 | 6 26 |
| 1882.. | 265,738 | 2,447,214 | 757,038 | 3,469,990 | 2,144,449 | 341,918 | 15,583 | 525,025 | 3,026,975 | 6 42 |
| 1887.. | 268,722 | 3,084,352 | 978,283 | 4,331,357 | 2,458,540 | 544,520 | 27,509 | 711,535 | 3,742,104 | 7 59 |
| 1892.. | 283,791 | 3,300,512 | 1,227,596 | 4,811,899 | 2,752,629 | 427,321 | 40,003 | 833,965 | 4,053,918 | 8 40 |
| 1897.. | 366,538 | 3,361,562 | 1,260,055 | 4,988,155 | 2,886,061 | 391,689 | 60,585 | 877,335 | 4,215,670 | 8 73 |
| 1902.. | 383,666 | 3,959,912 | 1,422,924 | 5,766,502 | 3,198,132 | 432,753 | 86,723 | 1,107,552 | 4,825,160 | 10 62 |
| 1907.. | 655,239 | 6,146,825 | 2,455,864 | 9,257,928 | 4,389,524 | 1,220,820 | 213,096 | 1,732,739 | 7,556,179 | 16 85 |
| 1908.. | 770,426 | 6,581,232 | 2,620,523 | 9,972,181 | 4,643,571 | 1,419,754 | 139,330 | 1,741,171 | 7,943,826 | 17 52 |
| 1909.. | 810,595 | 6,574,372 | 3,013,501 | 10,398,468 | 5,008,542 | 1,264,989 | 136,627 | 1,731,265 | 8,141,423 | 17 84 |

An increase in the Government grant for 1909 over 1908 is shown in the above table. The expenditure per pupil of enrolled attendance increased from $17.52 to $17.84, and from $29.18 to $29.65 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance).

| | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|
| Sites and buildings | $0.95 | $2.72 | $3.13 | $2.77 |
| Teachers' salaries | 7.04 | 9.79 | 10.24 | 10.98 |
| All other expenses | 2.63 | 4.34 | 4.15 | 4.09 |
| For all purposes | $10.62 | $16.85 | $17.52 | $17.84 |

Average cost per pupil (average attendance).

| | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|
| Sites and buildings | $1.65 | $4.58 | $5.21 | $4.61 |
| Teachers' salaries | 12.23 | 16.47 | 17.06 | 18.24 |
| All other expenses | 4.57 | 7.30 | 6.91 | 6.80 |
| For all purposes | $18.45 | $28.35 | $29.18 | $29.65 |

The cost per pupil (enrolled attendance) for 1909 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns and villages, separately.

## II. ROMAN CATHOLIC SEPARATE SCHOOLS

| Year. | Schools—Teachers—Pupils. | | | Number of Pupils in the various Branches of Instruction. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Schools open. | Teachers. | Pupils. | Writing. | Arithmetic. | Geography. | Composition. | Grammar. | Drawing (Art.) | Physiology and Hygiene. | English History. | Canadian History. |
| 1867 | 161 | 210 | 18,924 | 10,749 | 10,559 | 8,666 | ..... | 5,688 | ..... | ..... | *2,571 | ..... |
| 1872 | 171 | 254 | 21,406 | 13,699 | 12,189 | 8,011 | 7,908 | 7,908 | ..... | ..... | *3,548 | ..... |
| 1877 | 185 | 334 | 24,952 | 17,932 | 17,961 | 13,154 | 11,174 | 11,174 | ..... | ..... | *9,812 | ..... |
| 1882 | 190 | 390 | 26,148 | 21,052 | 21,524 | 13,900 | 11,695 | 11,695 | 7,548 | 2,033 | *10,124 | ..... |
| 1887 | 229 | 491 | 30,373 | 27,824 | 28,501 | 19,608 | 18,678 | 18,678 | 21,818 | 8,578 | 5,076 | 7,931 |
| 1892 | 312 | 662 | 37,466 | 35,565 | 25,936 | 26,299 | 22,755 | 22,755 | 32,682 | 11,056 | 6,713 | 11,483 |
| 1897 | 340 | 752 | 41,620 | 39,724 | 40,165 | 27,471 | 26,071 | 26,071 | 36,462 | 18,127 | 6,828 | 13,134 |
| 1902 | 391 | 870 | 45,964 | 45,964 | 45,964 | 29,788 | 27,409 | 27,409 | 41,952 | 14,687 | 7,544 | 15,035 |
| 1907 | 449 | 1,034 | 51,502 | 51,502 | 51,502 | 34,874 | 35,550 | 23,185 | 36,844 | 23,552 | 11,328 | 19,971 |
| 1908 | 465 | 1,065 | 53,551 | 53,551 | 53,551 | 37,286 | 39,433 | 24,395 | 42,905 | 28,600 | 12,783 | 22,059 |
| 1909 | 467 | 1,089 | 55,034 | 55,034 | 55,034 | 42,542 | 43,581 | 26,183 | 47,344 | 35,699 | 14,014 | 27,463 |

*History.

II. ROMAN CATHOLIC SEPARATE SCHOOLS—Continued

| Year. | Receipts. | | | | Expenditure. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Legislative grants. | Municipal school grants and assessments. | Balances subscribed and other sources. | Total receipts. | Teachers' salaries. | Sites and building school houses. | Libraries, maps, apparatus, prizes, etc. | All other purposes. | Total expenditure. | Cost per pupil |
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ c. |
| 1867.. | 9,993 | 26,781 | 11,854 | 48,628 | 34,830 | ..... | ..... | †7,889 | 42,719 | 2 26 |
| 1872.. | 12,327 | 41,134 | 15,349 | 68,810 | 45,824 | ..... | ..... | †15,993 | 61,817 | 2 88 |
| 1877.. | 13,607 | 72,177 | 34,482 | 120,266 | 70,201 | 24,510 | 2,811 | 17,284 | 114,806 | 4 60 |
| 1882.. | 14,382 | 97,252 | 55,105 | 166,739 | 84,095 | 36,860 | 1,303 | 32,082 | 154,340 | 5 13 |
| 1887.. | 16,808 | 147,639 | 65,401 | 229,848 | 112,293 | 48,937 | 3,624 | 46,369 | 211,223 | 6 95 |
| 1892.. | 21,043 | 206,698 | 98,293 | 326,034 | 149,707 | 65,874 | 2,922 | 71,335 | 289,838 | 7 74 |
| 1897.. | 26,675 | 224,617 | 84,032 | 335,324 | 168,800 | 41,233 | 5,786 | 86,350 | 302,169 | 7 26 |
| 1902.. | 30,472 | 293,348 | 161,683 | 485,503 | 210,199 | 100,911 | 6,158 | 118,173 | 435,441 | 9 47 |
| 1907.. | 40,524 | 442,316 | 308,540 | 791,380 | 281,484 | 186,908 | 15,991 | 229,793 | 714,176 | 13 86 |
| 1908.. | 56,348 | 521,436 | 266,284 | 844,068 | 323,303 | 190,029 | 20,012 | 228,248 | 761,592 | 14 22 |
| 1909.. | 55,344 | 544,710 | 335,550 | 935,604 | 407,890 | 161,317 | 19,383 | 231,594 | 820,184 | 14 90 |

†Including all expenditure except for Teachers' salaries.

An increase of 1,483 in the enrolment and an increase of $58,592 in the expenditure in 1909 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from $14.22 to $14.90. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

## III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4, Grattan; No. 2, Hagarty; No. 6, North Plantagenet; No. 1, North Tilbury, L'Orignal, and Penetanguishene.

They were attended by 402 pupils in 1909. The whole amount expended for their maintenance and permanent improvements was $8,133.19. Five teachers held a Second Class, three a Third Class, and one a Temporary Certificate.

Complete statistics for these schools will be found on page 90.

## IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:

## I.—Receipts, Expenditure, Attendance, etc.

| Year. | Schools. | Teachers. | Receipts. | | | Expenditure. | | | Pupils. | Percentage of average attendance to total attendance. | Cost per pupil. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Amount of fees. | Legislative grant. | Total receipts. | Paid for teachers' salaries. | Paid for sites and building school houses. | Total expenditure. | | | |
| | | | $ | $ | $ | $ | $ | $ | | | $ c. |
| 1867.... | 103 | 159 | 15,605 | 54,562 | 139,579 | 94,820 | *19,190 | 124,181 | 5,696 | 55 | 21 80 |
| 1872.... | 104 | 239 | 20,270 | 79,543 | 223,269 | 141,812 | *31,360 | 210,005 | 7,968 | 56 | 26 36 |
| 1877.... | 104 | 280 | 20,753 | 78,762 | 357,521 | 211,607 | *51,417 | 343,710 | 9,229 | 56 | 37 24 |
| 1882.... | 104 | 332 | 29,270 | 84,304 | 373,150 | 253,864 | *19,361 | 343,720 | 12,348 | 53 | 27 56 |
| 1887.... | 112 | 398 | 56,198 | 91,977 | 529,323 | 327,452 | *73,061 | 495,612 | 17,459 | 59 | 28 38 |
| 1892 .. | 128 | 522 | 97,273 | 100,000 | 793,812 | 472,029 | *91,108 | 696,114 | 22,837 | 60 | 30 48 |
| 1897.... | 130 | 579 | 110,859 | 101,250 | 767,487 | 532,837 | *46,627 | 715,976 | 24,390 | 61 | 29 35 |
| 1902.... | 134 | 593 | 105,801 | 112,650 | 832,853 | 547,402 | 44,246 | 769,680 | 24,472 | 58.97 | 31 45 |
| 1907.... | 143 | 750 | 138,396 | 158,549 | 1,611,553 | 783,782 | 193,975 | 1,213,697 | 30,331 | 60.94 | 40 01 |
| 1908.... | 145 | 795 | 145,697 | 158,549 | 2,001,307 | 860,955 | 272,934 | 1,385,832 | 31,912 | 62.23 | 43 42 |
| 1909.... | 145 | 820 | 145,276 | 170,102 | 2,173,533 | 941,657 | 407,283 | 1,621,637 | 33,101 | 62.81 | 48 99 |

* Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from $43.42 to $48.99 in 1909 over the preceding year, and the total expenditure increased from $1,385,832 to $1,621,637.

The attendance is still on the increase as noticed above. If the number that attended Continuation Schools (not Fifth Classes or Forms) in 1909 were included with those that attended the High Schools and Collegiate Institutes, the total would be 38,967, or 8.65 per cent. of the remaining number enrolled in the Public and Separate Schools of the Province.

Average cost per pupil (enrolled attendance) per year:

| | 1902 | 1907 | 1908 | 1909. |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| Sites and buildings | 1 81 | 6 39 | 8 55 | 12 30 |
| Teachers' salaries | 22 37 | 25 84 | 26 98 | 28 45 |
| All other expenses | 7 27 | 7 78 | 7 89 | 8 24 |
| For all purposes | 31 45 | 40 01 | 43 42 | 48 99 |

Average cost per pupil (average attendance) per year:

| | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| Sites and buildings | 3 07 | 10 49 | 13 74 | 19 59 |
| Teachers' salaries | 37 93 | 42 40 | 43 35 | 45 29 |
| All other purposes | 12 34 | 12 76 | 12 68 | 13 11 |
| For all purposes | 53 34 | 65 65 | 69 77 | 77 99 |

## 2.—Classification of Pupils, etc.

| Year. | English. | | | | | | Mathematics. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | English Grammar. | English Composition. | Poetical Literature. | Geography. | Canadian History. | British History | Arithmetic and Mensuration. | Algebra. | Geometry. | Trigonometry. |
| 1867 | 5,467 | 4,091 | ..... | 5,264 | ..... | †4,634 | 5,526 | 2,841 | 1,847 | 141 |
| 1872 | 7,884 | 7,278 | ..... | 7,715 | ..... | †7,513 | 7,834 | 6,033 | 2,592 | 174 |
| 1877 | 8,819 | 8,772 | ..... | 9,158 | ..... | †9,106 | 9,227 | 8,678 | 8,113 | 359 |
| 1882 | 12,275 | 12,189 | ..... | 12,106 | ..... | †12,220 | 12,261 | 11,742 | 11,148 | 397 |
| 1887 | 17,086 | 17,171 | 16,649 | 16,962 | ..... | †17,010 | 16,939 | 16,904 | 14,839 | 1,017 |
| 1892 | 22,530 | 22,535 | 22,468 | 22,118 | ..... | †22,328 | 21,869 | 22,229 | 17,791 | 1,154 |
| 1897 | 19,591 | 24,195 | 24,176 | 13,747 | 18,318 | 20,304 | 19,798 | 24,105 | 16,788 | 1,652 |
| 1902 | 21,576 | 24,241 | 23,768 | 14,500 | 14,768 | 16,817 | 21,594 | 22,953 | 16,881 | 1,662 |
| 1907 | 26,415 | 29,383 | *29,377 | 22,820 | 23,457 | 23,570 | 26,813 | 26,937 | 23,054 | 2,000 |
| 1908 | 25,239 | 30,931 | *30,940 | 22,518 | 24,018 | 24,508 | 26,248 | 28,154 | 23,752 | 2,095 |
| 1909 | 24,618 | 31,960 | *32,023 | 22,566 | 25,000 | 25,329 | 26,043 | 29,486 | 25,222 | 2,112 |

* English Literature. † History.

## 2.—Classification of Pupils, etc.—*Continued.*

| Year. | Languages. | | | | Science. | | |
|---|---|---|---|---|---|---|---|
| | Latin. | Greek. | French. | German. | Physics. | Chemistry. | Botany. |
| 1867 | 5,171 | 802 | 2,164 | ..... | 1,876 | 840 | ..... |
| 1872 | 3,860 | 900 | 2,828 | 341 | 1,921 | 1,151 | ..... |
| 1877 | 4,955 | 871 | 3,091 | 442 | 2,168 | 2,547 | ..... |
| 1882 | 4,591 | 815 | 5,363 | 962 | 2,880 | 2,522 | ..... |
| 1887 | 5,409 | 997 | 6,180 | 1,350 | 5,265 | 3,411 | 4,640 |
| 1892 | 9,006 | 1,070 | 10,398 | 2,796 | 6,601 | 3,710 | 6,189 |
| 1897 | 16,873 | 1,421 | 13,761 | 5,169 | 11,002 | 5,489 | 12,892 |
| 1902 | 18,884 | 631 | 13,595 | 3,280 | 12,758 | 5,860 | 9,051 |
| 1907 | 20,511 | 677 | 17,310 | 3,835 | 23,421 | 15,064 | 15,572 |
| 1908 | 21,928 | 680 | 18,960 | 4,009 | 25,233 | 15,737 | 17,583 |
| 1909 | 22,873 | 754 | 19,720 | 4,329 | 25,763 | 16,614 | 18,422 |

2.—Classification of Pupils, etc.—*Continued.*

| Year. | Drawing (Art). | Bookkeeping. | Destination of Pupils. | | | | Number of schools charging fees. | Number of free schools. |
|---|---|---|---|---|---|---|---|---|
| | | | Mercantile life. | Agriculture. | Teaching. | Other learned professions. | | |
| 1867 | 676 | 1,283 | ..... | ..... | ..... | ..... | 67 | 36 |
| 1872 | 2,176 | 3,127 | 486 | 300 | ..... | 213 | 28 | 76 |
| 1877 | 2,755 | 3,621 | 555 | 328 | ..... | 564 | 35 | 69 |
| 1882 | 3,441 | 5,642 | 881 | 646 | ..... | 751 | 37 | 67 |
| 1887 | 14,295 | 14,064 | 1,141 | 882 | ..... | 791 | 58 | 54 |
| 1892 | 16,980 | 16,700 | 1,111 | 1,006 | 1,527 | 398 | 77 | 51 |
| 1897 | 12,252 | 11,647 | 1,368 | 1,153 | 2,056 | 409 | 87 | 43 |
| 1902 | 10,721 | 11,334 | 1,573 | 743 | 1,238 | 705 | 82 | 52 |
| 1907 | 15,365 | 13,468 | 1,982 | 803 | 1,436 | 849 | 81 | 62 |
| 1908 | 17,179 | 15,214 | 1,695 | 894 | 1,387 | 860 | 81 | 64 |
| 1909 | 18,489 | 15,234 | 2,164 | 1,089 | 1,246 | 886 | 82 | 63 |

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1909, will be found on pages 58 to 89 of this Report.

## V. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-three years:

| Year. | No. of Teachers' Institutes. | No. of Members. | No. of Teachers in the Province. (High School teachers not included.) | Receipts. | | | | Expenditure. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Amount received from government grants. | Amount received from municipal grants. | Amount received from members' fees. | Total amount received. | Amount paid for Libraries. | Total amount expended. |
| | | | | $ c | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1877 | 42 | 1,181 | 6,468 | 1,412 50 | 100 00 | 299 75 | 2,769 44 | ..... | 1,127 63 |
| 1882 | 62 | 4,395 | 6,857 | 2,900 00 | 300 00 | 1,088 84 | 9,394 28 | 453 02 | 5,355 33 |
| 1887 | 66 | 6,781 | 7,594 | 1,800 00 | 1,879 45 | 730 66 | 10,405 95 | 1,234 08 | 4,975 50 |
| 1892 | 69 | 8,142 | 8,480 | 1,950 00 | 2,105 00 | 875 76 | 12,043 54 | 1,472 41 | 6,127 46 |
| 1897 | 73 | 7,627 | 9,128 | 2,425 00 | 2,017 45 | 901 15 | 12,446 20 | 1,479 88 | 6,598 84 |
| 1902 | 77 | 8,515 | 9,367 | 2,515 00 | 1,877 50 | 1,171 80 | 13,171 26 | 1,437 18 | 7,188 45 |
| 1907 | 81 | 9,319 | 9,893 | 2,850 00 | 1,920 00 | 1,671 32 | 14,824 09 | 654 16 | 7,487 41 |
| 1908 | 83 | 9,081 | 10,085 | 3,075 00 | 1,852 50 | 1,882 60 | 16,340 18 | 920 02 | 8,367 06 |
| 1909 | 84 | 9,524 | 10,274 | 3,150 00 | 2,040 00 | 1,931 29 | 16,435 70 | 824 48 | 7,439 06 |

**See pages 96 to 99 for details for 1909.**

## VI. DEPARTMENTAL EXAMINATIONS, ETC.

### 1.—Table showing the Number of Teachers in Training at Provincial Normal Schools, and the pupils at the Normal Model Schools in connection therewith, etc., 1877-1910.

| Year. | No. of Normal School teachers. | No. of Normal School students admitted. | No. of Normal Model School and Kindergarten teachers. | No. of Normal Model School and Kindergarten pupils. |
|---|---|---|---|---|
| 1877..... | 13 | 257 | 8 | 643 |
| 1882..... | 16 | 260 | 15 | 799 |
| 1887..... | 13 | 441 | 18 | 763 |
| 1892..... | 12 | 428 | 22 | 842 |
| 1897..... | 13 | 407 | 23 | 832 |
| 1902..... | 16 | 619 | 31 | 958 |
| 1907..... | *35 | 428 | 38 | 979 |
| 1908..... | *62 | 1,149 | 37 | 925 |
| 1909..... | *68 | 1,163 | *37 | 903 |
| 1910..... | *68 | 1,198 | *38 | 952 |

*Including those engaged in both a Normal and a Normal Model School.

### 2.—Entrance Examinations, 1877-1910.

| Year. | No. of Candidates examined. | No. of Candidates who passed. |
|---|---|---|
| 1877..... | 7,383 | 3,836 |
| 1882..... | 9,607 | 4,371 |
| 1887..... | 16,248 | 9,364 |
| 1892..... | 16,409 | 8,427 |
| 1897..... | 16,384 | 10,502 |
| 1902..... | 18,087 | 13,300 |
| 1907..... | 22,144 | 15,430 |
| 1908..... | 23,218 | 15,291 |
| 1909..... | 23,878 | 14,790 |
| 1910..... | 21,982 | 11,468 |

### 3.—Departmental Academic Examinations, 1910.

| Examinations. | Total number of Candidates. | Number passed. | Number of Appeals. | Number passed on Appeals. | Total number passed. | Percentage. |
|---|---|---|---|---|---|---|
| Model Entrance..... | 236 | 94 | ..... | ..... | 94 | 39.8 |
| Normal Entrance..... | 3,317 | 1,374 | 36 | ..... | 1,374 | 41.4 |
| Junior Matriculation..... | 3,481 | *1,757 | 50 | 1 | *1,758 | 50.5 |
| Faculty Entrance, Part I..... | 599 | 301 | 20 | 1 | 302 | 50.4 |
| Faculty Entrance, Part II..... | 375 | 157 | 16 | 1 | 158 | 42.1 |
| Commercial Specialist..... | 20 | 9 | 1 | ..... | 9 | 45 |
| Art Specialist ..... | 20 | 1 | 1 | ..... | 1 | 5 |
| Total number of Candidates for Academic Examinations .. | 8,048 | 2,842 | 124 | 3 | 2,845 | 35.3 |
| Suppl. Matric. Examination... | 495 | *244 | ..... | ..... | 244 | 49.2 |

| | |
|---|---|
| Number of Honour Matriculation Candidates..... | 215 |
| Number of Scholarship Candidates ..... | 100 |

*These figures include those who, this year, either obtained complete matriculation or passed on all papers on which they wrote.

# APPENDICES

## APPENDIX A.—STATISTICAL TABLES.

### THE PUBLIC SCHOOLS

I. Table A.—School Population, Attendance, etc.

| Rural Schools. | School population between 5 and 21 years of age. | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of pupils attending school. | Boys. | Girls. | Average daily attendance of pupils. | Percentage of average to total attendance. |
|---|---|---|---|---|---|---|---|---|---|
| 1 Brant | 3,780 | 3 | 3,081 | .... | 3,084 | 1,648 | 1,436 | 1,765 | 57 |
| 2 Bruce | 9,459 | 6 | 6,624 | .... | 6,630 | 3,467 | 3,163 | 3,850 | 58 |
| 3 Carleton | 6,688 | 11 | 5,253 | 4 | 5,268 | 2,808 | 2,460 | 2,777 | 53 |
| 4 Dufferin | 4,068 | 14 | 3,364 | 3 | 3,381 | 1,839 | 1,542 | 1,681 | 50 |
| 5 Elgin | 5,774 | .... | 4,460 | .... | 4,460 | 2,378 | 2,082 | 2,567 | 57 |
| 6 Essex | 14,246 | 12 | 5,853 | 1 | 5,866 | 2,990 | 2,876 | 3,117 | 53 |
| 7 Frontenac | 6,425 | 31 | 4,838 | .... | 4,869 | 2,537 | 2,332 | 2,162 | 44 |
| 8 Grey | 12,287 | 27 | 9,903 | 3 | 9,933 | 5,235 | 4,698 | 5,307 | 53 |
| 9 Haldimand | 4,001 | 2 | 2,878 | .... | 2,880 | 1,487 | 1,393 | 1,752 | 61 |
| 10 Haliburton | 1,862 | 17 | 1,525 | .... | 1,542 | 805 | 737 | 620 | 40 |
| 11 Halton | 2,990 | .... | 2,198 | .... | 2,198 | 1,171 | 1,027 | 1,232 | 56 |
| 12 Hastings | 9,437 | 25 | 7,176 | 5 | 7,206 | 3,622 | 3,584 | 3,685 | 51 |
| 13 Huron | 11,110 | 7 | 7,232 | 2 | 7,241 | 3,835 | 3,406 | 4,494 | 62 |
| 14 Kent | 8,672 | 23 | 6,679 | 1 | 6,703 | 3,616 | 3,087 | 3,588 | 53 |
| 15 Lambton | 8,485 | 11 | 6,467 | .... | 6,478 | 3,406 | 3,072 | 4,006 | 62 |
| 16 Lanark | 4,841 | 10 | 3,508 | .... | 3,518 | 1,794 | 1,724 | 2,172 | 62 |
| 17 Leeds and Grenville | 8,574 | 29 | 6,735 | .... | 6,764 | 3,487 | 3,277 | 3,629 | 54 |
| 18 Lennox and Addington | 4,622 | 23 | 3,571 | .... | 3,594 | 1,865 | 1,729 | 1,906 | 53 |
| 19 Lincoln | 3,611 | 5 | 2,841 | .... | 2,846 | 1,500 | 1,346 | 1,458 | 51 |
| 20 Middlesex | 10,360 | 8 | 7,315 | .... | 7,323 | 3,819 | 3,504 | 4,493 | 61 |
| 21 Norfolk | 4,907 | 19 | 4,108 | .... | 4,127 | 2,193 | 1,934 | 2,177 | 52 |
| 22 Northumberland & Durham | 10,048 | 15 | 7,407 | .... | 7,422 | 3,885 | 3,537 | 4,198 | 56 |
| 23 Ontario | 7,208 | 6 | 5,396 | 1 | 5,403 | 2,843 | 2,560 | 2,957 | 55 |
| 24 Oxford | 7,640 | 6 | 5,545 | .... | 5,551 | 2,944 | 2,607 | 3,263 | 59 |
| 25 Peel | 3,941 | 8 | 3,033 | .... | 3,041 | 1,672 | 1,369 | 1,668 | 55 |
| 26 Perth | 7,801 | 2 | 5,235 | .... | 5,237 | 2,774 | 2,463 | 3,175 | 60 |
| 27 Peterborough | 4,774 | 19 | 3,745 | .... | 3,764 | 1,904 | 1,860 | 1,924 | 51 |
| 28 Prescott and Russell | 11,833 | 27 | 4,263 | .... | 4,290 | 2,269 | 2,021 | 2,176 | 51 |
| 29 Prince Edward | 2,656 | 7 | 2,297 | .... | 2,304 | 1,211 | 1,093 | 1,204 | 52 |
| 30 Renfrew | 11,266 | 36 | 6,906 | .... | 6,942 | 3,585 | 3,357 | 3,300 | 47 |
| 31 Simcoe | 13,548 | 21 | 10,724 | 4 | 10,749 | 5,511 | 5,238 | 5,586 | 52 |
| 32 Stormont, Dundas and Glengarry | 13,023 | 45 | 9,556 | .... | 9,601 | 5,083 | 4,518 | 4,884 | 51 |
| 33 Victoria | 5,165 | 11 | 3,920 | 1 | 3,932 | 2,032 | 1,900 | 2,130 | 54 |
| 34 Waterloo | 6,772 | 4 | 4,256 | .... | 4,260 | 2,347 | 1,913 | 2,669 | 62 |
| 35 Welland | 4,870 | 5 | 3,763 | .... | 3,768 | 2,043 | 1,725 | 2,014 | 53 |
| 36 Wellington | 8,140 | 12 | 5,427 | 2 | 5,441 | 2,895 | 2,546 | 3,188 | 59 |
| 37 Wentworth | 6,316 | .... | 4,936 | .... | 4,936 | 2,550 | 2,386 | 2,575 | 52 |
| 38 York | 14,134 | 14 | 11,077 | .... | 11,091 | 5,861 | 5,230 | 6,004 | 54 |
| 39 Algoma, Manitoulin, etc. | 8,055 | 40 | 6,274 | 1 | 6,315 | 3,246 | 3,069 | 3,022 | 48 |
| 40 Muskoka | 4,128 | 22 | 3,395 | 4 | 3,421 | 1,813 | 1,608 | 1,570 | 46 |
| 41 Nipissing | 5,835 | 18 | 3,896 | 2 | 3,916 | 2,004 | 1,912 | 1,697 | 43 |
| 42 Parry Sound | 5,284 | 26 | 4,184 | .... | 4,210 | 2,169 | 2,041 | 1,783 | 42 |
| 43 Rainy River & Thunder Bay | 2,399 | .... | 1,977 | .... | 1,977 | 1,021 | 956 | 877 | 44 |
| Totals | 311,035 | 627 | 222,821 | 34 | 223,482 | 117,164 | 106,318 | 120,302 | 53.85 |

## THE PUBLIC SCHOOLS—Continued

### I. Table A.—School Population, Attendance, etc.—Continued.

| Cities. | School population between 5 and 21 years of age. | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of pupils attending school. | Boys. | Girls. | Average daily attendance of pupils. | Percentage of average to total attendance. |
|---|---|---|---|---|---|---|---|---|---|
| 1 Belleville | 2,021 | .... | 1,560 | .... | 1,560 | 809 | 751 | 995 | 64 |
| 2 Brantford | 5,089 | .... | 3,001 | 1 | 3,002 | 1,535 | 1,467 | 2,127 | 71 |
| 3 Chatham | 2,600 | .... | 1,622 | .... | 1,622 | 821 | 801 | 1,047 | 64 |
| 4 Fort William | 3,772 | .... | 1,706 | .... | 1,706 | 811 | 895 | 1,020 | 60 |
| 5 Guelph | 4,607 | .... | 1,794 | .... | 1,794 | 890 | 904 | 1,293 | 72 |
| 6 Hamilton | 11,998 | .... | 8,955 | .... | 8,955 | 4,583 | 4,372 | 6,552 | 73 |
| 7 Kingston | 5,729 | .... | 2,423 | .... | 2,423 | 1,216 | 1,207 | 1,787 | 74 |
| 8 London | 9,907 | .... | 6,168 | .... | 6,168 | 3,151 | 3,017 | 4,423 | 71 |
| 9 Niagara Falls | 1,749 | .... | 1,205 | .... | 1,205 | 624 | 581 | 825 | 68 |
| 10 Ottawa | 22,119 | .... | 6,999 | .... | 6,999 | 3,457 | 3,542 | 4,876 | 69 |
| 11 Peterborough | 3,608 | .... | 2,128 | .... | 2,128 | 1,102 | 1,026 | 1,554 | 73 |
| 12 Port Arthur | 1,944 | .... | 1,272 | .... | 1,272 | 622 | 650 | 880 | 69 |
| 13 St. Catharines | 2,853 | .... | 1,563 | .... | 1,563 | 779 | 784 | 1,092 | 70 |
| 14 St. Thomas | 3,129 | .... | 1,943 | .... | 1,943 | 969 | 974 | 1,455 | 75 |
| 15 Stratford | 2,892 | .... | 1,719 | .... | 1,719 | 904 | 815 | 1,254 | 73 |
| 16 Toronto | 62,380 | 6 | 39,295 | 1 | 39,302 | 20,024 | 19,278 | 26,389 | 67 |
| 17 Windsor | 4,477 | .... | 1,897 | .... | 1,897 | 1,004 | 893 | 1,350 | 71 |
| 18 Woodstock | 1,716 | .... | 1,358 | .... | 1,358 | 672 | 686 | 988 | 73 |
| Totals | 152,590 | 6 | 86,608 | 2 | 86,616 | 43,973 | 42,643 | 59,907 | 69.16 |
| Towns. | | | | | | | | | |
| 1 Alexandria | 680 | .... | 72 | .... | 72 | 39 | 33 | 37 | 51 |
| 2 Alliston | 388 | .... | 360 | 5 | 365 | 198 | 167 | 272 | 74 |
| 3 Almonte | 787 | .... | 338 | .... | 338 | 155 | 183 | 215 | 63 |
| 4 Amherstburg | 1,100 | .... | 330 | .... | 330 | 184 | 146 | 179 | 54 |
| 5 Arnprior | 1,428 | .... | 642 | .... | 642 | 328 | 314 | 445 | 69 |
| 6 Aurora | 441 | .... | 328 | .... | 328 | 154 | 174 | 220 | 67 |
| 7 Aylmer | 413 | .... | 385 | .... | 385 | 204 | 181 | 255 | 66 |
| 8 Barrie | 1,847 | .... | 1,217 | .... | 1,217 | 584 | 633 | 713 | 58 |
| 9 Berlin | 3,651 | .... | 1,794 | .... | 1,794 | 884 | 910 | 1,326 | 74 |
| 10 Blenheim | 319 | .... | 381 | .... | 381 | 212 | 169 | 228 | 60 |
| 11 Blind River | 728 | .... | 234 | .... | 234 | 112 | 122 | 155 | 66 |
| 12 Bonfield | 101 | .... | 42 | .... | 42 | 25 | 17 | 27 | 64 |
| 13 Bothwell | 199 | .... | 179 | .... | 179 | 85 | 94 | 124 | 69 |
| 14 Bowmanville | 561 | .... | 468 | .... | 468 | 222 | 246 | 352 | 75 |
| 15 Bracebridge | 1,092 | .... | 779 | .... | 779 | 312 | 467 | 517 | 66 |
| 16 Brampton | 651 | .... | 523 | .... | 523 | 270 | 253 | 386 | 73 |
| 17 Brockville | 2,299 | .... | 1,240 | .... | 1,240 | 577 | 663 | 891 | 72 |
| 18 Bruce Mines | 281 | .... | 235 | .... | 235 | 109 | 126 | 155 | 66 |
| 19 Cache Bay | 239 | 4 | 136 | .... | 140 | 65 | 75 | 80 | 57 |
| 20 Campbellford | 608 | .... | 577 | .... | 577 | 289 | 288 | 378 | 65 |
| 21 Carleton Place | 1,028 | .... | 782 | .... | 782 | 371 | 411 | 566 | 72 |
| 22 Chesley | 538 | .... | 394 | .... | 394 | 167 | 227 | 289 | 73 |
| 23 Clinton | 497 | .... | 408 | .... | 408 | 217 | 191 | 315 | 77 |
| 24 Cobalt | 950 | .... | 581 | .... | 581 | 299 | 282 | 236 | 41 |
| 25 Cobourg | 1,171 | .... | 554 | .... | 554 | 278 | 276 | 345 | 62 |
| 26 Collingwood | 1,486 | .... | 1,256 | .... | 1,256 | 629 | 627 | 925 | 74 |
| 27 Copper Cliff | 450 | .... | 470 | .... | 470 | 227 | 243 | 265 | 56 |
| 28 Cornwall | 2,031 | .... | 655 | .... | 655 | 338 | 317 | 450 | 69 |
| 29 Deseronto | 650 | .... | 482 | .... | 482 | 250 | 232 | 302 | 63 |
| 30 Dresden | 436 | .... | 423 | .... | 423 | 203 | 220 | 258 | 61 |
| 31 Dundas | 1,063 | .... | 598 | .... | 598 | 292 | 306 | 333 | 56 |
| 32 Dunnville | 621 | .... | 494 | .... | 494 | 267 | 227 | 283 | 57 |
| 33 Durham | 435 | 1 | 373 | 1 | 375 | 175 | 200 | 243 | 65 |

THE PUBLIC SCHOOLS—Continued

I. Table A.—School Population, Attendance, etc.—Continued.

| | Towns.—Con'd. | School population between 5 and 21 years of age. | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of pupils attending school. | Boys. | Girls. | Average daily attendance of pupils. | Percentage of average to total attendance. |
|---|---|---|---|---|---|---|---|---|---|---|
| 34 | Englehart | 181 | .... | 132 | .... | 132 | 79 | 53 | 46 | 35 |
| 35 | Essex | 355 | .... | 322 | .... | 322 | 166 | 156 | 227 | 70 |
| 36 | Forest | 381 | .... | 270 | .... | 270 | 128 | 142 | 180 | 67 |
| 37 | Fort Frances | 256 | .... | 192 | .... | 192 | 92 | 100 | 78 | 41 |
| 38 | Galt | 2,230 | .... | 1,329 | .... | 1,329 | 684 | 645 | 1,006 | 76 |
| 39 | Gananoque | 1,058 | .... | 801 | .... | 801 | 396 | 405 | 531 | 66 |
| 40 | Goderich | 890 | .... | 658 | .... | 658 | 317 | 341 | 460 | 70 |
| 41 | Gore Bay | 255 | .... | 269 | 3 | 272 | 122 | 150 | 202 | 74 |
| 42 | Gravenhurst | 534 | .... | 511 | .... | 511 | 276 | 235 | 308 | 60 |
| 43 | Haileybury | 608 | .... | 563 | .... | 563 | 285 | 278 | 231 | 41 |
| 44 | Hanover | 648 | .... | 473 | .... | 473 | 227 | 246 | 345 | 73 |
| 45 | Harriston | 387 | .... | 308 | .... | 308 | 142 | 166 | 206 | 67 |
| 46 | Hawkesbury | 1,602 | .... | 180 | .... | 180 | 96 | 84 | 98 | 54 |
| 47 | Hespeler | 686 | .... | 490 | .... | 490 | 252 | 238 | 340 | 69 |
| 48 | Huntsville | 673 | .... | 640 | 2 | 642 | 329 | 313 | 397 | 62 |
| 49 | Ingersoll | 1,266 | .... | 752 | .... | 752 | 387 | 365 | 520 | 69 |
| 50 | Kearney | 141 | .... | 137 | .... | 137 | 64 | 73 | 65 | 47 |
| 51 | Keewatin | 374 | .... | 252 | .... | 252 | 123 | 129 | 157 | 62 |
| 52 | Kenora | 1,455 | .... | 933 | .... | 933 | 479 | 454 | 662 | 71 |
| 53 | Kincardine | 669 | .... | 386 | .... | 386 | 177 | 209 | 275 | 71 |
| 54 | Kingsville | 380 | .... | 372 | .... | 372 | 189 | 183 | 242 | 65 |
| 55 | Latchford | 187 | .... | 115 | .... | 115 | 56 | 59 | 53 | 46 |
| 56 | Leamington | 640 | .... | 436 | .... | 436 | 221 | 215 | 303 | 69 |
| 57 | Lindsay | 1,846 | .... | 1,023 | .... | 1,023 | 499 | 524 | 763 | 74 |
| 58 | Listowel | 541 | .... | 398 | .... | 398 | 203 | 195 | 292 | 73 |
| 59 | Little Current | 344 | .... | 333 | .... | 333 | 181 | 152 | 154 | 46 |
| 60 | Massey | 392 | .... | 151 | .... | 151 | 89 | 62 | 100 | 66 |
| 61 | Mattawa | 490 | .... | 72 | .... | 72 | 33 | 39 | 40 | 55 |
| 62 | Meaford | 549 | .... | 454 | .... | 454 | 236 | 218 | 315 | 69 |
| 63 | Midland | 1,206 | .... | 1,165 | .... | 1,165 | 577 | 588 | 689 | 59 |
| 64 | Milton | 534 | .... | 438 | .... | 438 | 226 | 212 | 248 | 56 |
| 65 | Mitchell | 502 | .... | 307 | .... | 307 | 158 | 149 | 220 | 71 |
| 66 | Mount Forest | 399 | .... | 306 | .... | 306 | 159 | 147 | 224 | 73 |
| 67 | Napanee | 706 | .... | 488 | .... | 488 | 232 | 256 | 318 | 65 |
| 68 | New Liskeard | 612 | .... | 515 | .... | 515 | 260 | 255 | 299 | 58 |
| 69 | Newmarket | 745 | .... | 477 | .... | 477 | 225 | 252 | 290 | 61 |
| 70 | Niagara | 270 | .... | 221 | .... | 221 | 125 | 96 | 132 | 60 |
| 71 | North Bay | 1,311 | .... | 665 | .... | 665 | 336 | 329 | 511 | 77 |
| 72 | North Toronto | 1,152 | .... | 873 | .... | 873 | 426 | 447 | 505 | 58 |
| 73 | Oakville | 556 | .... | 318 | .... | 318 | 175 | 143 | 206 | 65 |
| 74 | Orangeville | 645 | .... | 382 | .... | 382 | 194 | 188 | 297 | 77 |
| 75 | Orillia | 1,632 | .... | 1,070 | .... | 1,070 | 509 | 561 | 720 | 67 |
| 76 | Oshawa | 1,625 | 1 | 1,094 | .... | 1,095 | 518 | 577 | 672 | 61 |
| 77 | Owen Sound | 3,194 | .... | 1,986 | .... | 1,986 | 978 | 1,008 | 1,538 | 77 |
| 78 | Palmerston | 446 | .... | 395 | .... | 395 | 186 | 209 | 252 | 64 |
| 79 | Paris | 927 | .... | 531 | .... | 531 | 289 | 242 | 376 | 71 |
| 80 | Parkhill | 326 | 2 | 203 | .... | 205 | 101 | 104 | 164 | 80 |
| 81 | Parry Sound | 1,102 | .... | 941 | .... | 941 | 441 | 500 | 580 | 62 |
| 82 | Pembroke | 1,704 | .... | 680 | .... | 680 | 364 | 316 | 497 | 73 |
| 83 | *Penetanguishene | 1,069 | .... | 695 | .... | 695 | 360 | 335 | 429 | 62 |
| 84 | Perth | 938 | .... | 403 | .... | 403 | 213 | 190 | 302 | 75 |
| 85 | Petrolea | 858 | .... | 664 | .... | 664 | 347 | 317 | 477 | 72 |
| 86 | Picton | 830 | .... | 513 | .... | 513 | 282 | 231 | 324 | 63 |
| 87 | Port Hope | 1,085 | .... | 720 | .... | 720 | 344 | 376 | 535 | 74 |

*Including Protestant Separate School.

## THE PUBLIC SCHOOLS—Continued

### I. Table A.—School Population, Attendance, etc—Concluded

| Towns.—Con'd. | School population between 5 and 21 years of age. | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of pupils attending school. | Boys. | Girls. | Average daily attendance of pupils. | Percentage of average to total attendance. |
|---|---|---|---|---|---|---|---|---|---|
| 88 Powassan | 228 | .... | 223 | 1 | 224 | 110 | 114 | 150 | 67 |
| 89 Prescott | 758 | .... | 408 | .... | 408 | 198 | 210 | 273 | 67 |
| 90 Preston | 806 | .... | 488 | .... | 488 | 229 | 259 | 366 | 75 |
| 91 Rainy River | 500 | .... | 237 | .... | 237 | 108 | 129 | 135 | 57 |
| 92 Renfrew | 944 | .... | 442 | .... | 442 | 224 | 218 | 297 | 67 |
| 93 Ridgetown | 308 | .... | 339 | .... | 339 | 162 | 177 | 245 | 72 |
| 94 Rockland | 622 | 1 | 76 | .... | 77 | 38 | 39 | 51 | 66 |
| 95 St. Mary's | 819 | .... | 529 | .... | 529 | 274 | 255 | 367 | 69 |
| 96 Sandwich | 603 | .... | 176 | .... | 176 | 102 | 74 | 98 | 56 |
| 97 Sarnia | 1,928 | .... | 1,552 | .... | 1,552 | 768 | 784 | 1,034 | 67 |
| 98 Sault Ste. Marie | 1,974 | .... | 1,249 | .... | 1,249 | 638 | 611 | 818 | 65 |
| 99 Seaforth | 558 | .... | 282 | .... | 282 | 146 | 136 | 230 | 81 |
| 100 Simcoe | 704 | .... | 603 | .... | 603 | 321 | 282 | 379 | 63 |
| 101 Smith's Falls | 1,550 | .... | 1,145 | .... | 1,145 | 543 | 602 | 786 | 68 |
| 102 Southampton | 490 | 1 | 411 | .... | 412 | 206 | 206 | 267 | 65 |
| 103 Stayner | 399 | .... | 329 | .... | 329 | 181 | 148 | 181 | 55 |
| 104 Steelton | 803 | .... | 503 | .... | 503 | 261 | 242 | 289 | 57 |
| 105 Strathroy | 701 | .... | 489 | .... | 489 | 239 | 250 | 364 | 74 |
| 106 Sturgeon Falls | 724 | .... | 268 | .... | 268 | 127 | 141 | 151 | 56 |
| 107 Sudbury | 925 | .... | 366 | .... | 366 | 192 | 174 | 265 | 72 |
| 108 Thessalon | 811 | .... | 675 | .... | 675 | 355 | 320 | 246 | 36 |
| 109 Thornbury | 197 | .... | 180 | .... | 180 | 79 | 101 | 107 | 59 |
| 110 Thorold | 675 | .... | 411 | .... | 411 | 216 | 195 | 225 | 55 |
| 111 Tillsonburg | 667 | .... | 483 | .... | 483 | 274 | 209 | 337 | 70 |
| 112 Trenton | 711 | .... | 539 | .... | 539 | 261 | 278 | 373 | 69 |
| 113 Uxbridge | 483 | .... | 374 | .... | 374 | 182 | 192 | 237 | 63 |
| 114 Vankleek Hill | 542 | .... | 170 | .... | 170 | 96 | 74 | 128 | 75 |
| 115 Walkerton | 708 | .... | 350 | .... | 350 | 178 | 172 | 262 | 75 |
| 116 Walkerville | 705 | .... | 406 | .... | 406 | 196 | 210 | 305 | 75 |
| 117 Wallaceburg | 1,200 | 2 | 693 | .... | 695 | 340 | 355 | 411 | 59 |
| 118 Waterloo | 962 | .... | 526 | .... | 526 | 286 | 240 | 424 | 80 |
| 119 Webbwood | 207 | .... | 175 | .... | 175 | 79 | 96 | 98 | 56 |
| 120 Welland | 788 | .... | 621 | .... | 621 | 305 | 316 | 362 | 58 |
| 121 Whitby | 612 | .... | 374 | .... | 374 | 211 | 163 | 243 | 65 |
| 122 Wiarton | 781 | .... | 600 | .... | 600 | 313 | 287 | 400 | 67 |
| 123 Wingham | 632 | .... | 436 | .... | 436 | 206 | 230 | 293 | 67 |
| Totals | 100,584 | 12 | 63,860 | 12 | 63,884 | 31,918 | 31,966 | 42,363 | 66.31 |
| **Totals.** | | | | | | | | | |
| 1 Rural Schools | 311,035 | 627 | 222,821 | 34 | 223,482 | 117,164 | 106,318 | 120,302 | 53.83 |
| 2 Cities | 152,590 | 6 | 86,608 | 2 | 86,616 | 43,973 | 42,643 | 59,907 | 69.16 |
| 3 Towns | 100,584 | 12 | 63,860 | 12 | 63,884 | 31,918 | 31,966 | 42,363 | 66.31 |
| 4 Villages | 35,082 | 8 | 27,270 | 8 | 27,286 | 13,721 | 13,565 | 17,436 | 63.90 |
| 5 Grand Totals, 1909 | 599,291 | 653 | 400,559 | 56 | 401,268 | 206,776 | 194,492 | 240,008 | 59.81 |
| 6 Grand Totals, 1908 | 596,713 | 763 | 398,823 | 84 | 399,670 | 205,922 | 193,748 | 237,933 | 59.53 |
| 7 Increases | 2,578 | .... | 1,736 | .... | 1,598 | 854 | 744 | 2,075 | .28 |
| 8 Decreases | ..... | 110 | ..... | 28 | ..... | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | .16 | 99.82 | .01 | ..... | 51.53 | 48.46 | 59.81 | ..... |

THE PUBLIC

II.—Table B.—Number of Pupils in the

| Rural Schools. | Reading. | | | | | |
|---|---|---|---|---|---|---|
| | Primer. | 1st Book. | 2nd Book. | 3rd Book. | 4th Book. | Beyond 4th Book. |
| 1 Brant | 634 | 392 | 476 | 759 | 707 | 116 |
| 2 Bruce | 1,502 | 773 | 1,263 | 1,442 | 1,473 | 177 |
| 3 Carleton | 1,167 | 630 | 836 | 932 | 1,212 | 491 |
| 4 Dufferin | 754 | 395 | 532 | 694 | 950 | 56 |
| 5 Elgin | 960 | 492 | 790 | 796 | 1,055 | 367 |
| 6 Essex | 1,739 | 995 | 1,162 | 1,011 | 851 | 108 |
| 7 Frontenac | 1,228 | 571 | 828 | 1,014 | 1,153 | 75 |
| 8 Grey | 2,390 | 1,244 | 1,843 | 2,284 | 1,956 | 216 |
| 9 Haldimand | 603 | 430 | 531 | 551 | 668 | 97 |
| 10 Haliburton | 525 | 210 | 260 | 304 | 205 | 38 |
| 11 Halton | 521 | 261 | 335 | 468 | 542 | 71 |
| 12 Hastings | 2,118 | 1,119 | 1,496 | 1,203 | 1,071 | 199 |
| 13 Huron | 1,252 | 794 | 1,402 | 1,603 | 1,687 | 503 |
| 14 Kent | 1,709 | 823 | 1,267 | 1,166 | 1,288 | 450 |
| 15 Lambton | 1,473 | 992 | 1,137 | 1,315 | 1,397 | 164 |
| 16 Lanark | 721 | 564 | 672 | 668 | 762 | 131 |
| 17 Leeds and Grenville | 1,483 | 772 | 1,204 | 1,342 | 1,713 | 250 |
| 18 Lennox and Addington | 873 | 424 | 595 | 733 | 831 | 138 |
| 19 Lincoln | 691 | 397 | 483 | 546 | 644 | 85 |
| 20 Middlesex | 1,487 | 906 | 1,242 | 1,518 | 1,720 | 450 |
| 21 Norfolk | 949 | 431 | 828 | 789 | 978 | 152 |
| 22 Northumberland and Durham | 1,590 | 897 | 1,595 | 1,613 | 1,463 | 264 |
| 23 Ontario | 1,227 | 633 | 944 | 1,193 | 1,246 | 160 |
| 24 Oxford | 1,117 | 708 | 916 | 1,069 | 1,397 | 344 |
| 25 Peel | 713 | 385 | 532 | 595 | 757 | 59 |
| 26 Perth | 957 | 634 | 893 | 1,425 | 1,140 | 188 |
| 27 Peterborough | 967 | 501 | 668 | 749 | 735 | 144 |
| 28 Prescott and Russell | 1,451 | 628 | 703 | 712 | 701 | 95 |
| 29 Prince Edward | 458 | 262 | 379 | 476 | 603 | 126 |
| 30 Renfrew | 1,763 | 1,077 | 1,300 | 1,258 | 1,329 | 215 |
| 31 Simcoe | 2,808 | 1,396 | 1,848 | 2,057 | 2,175 | 465 |
| 32 Stormont, Dundas and Glengarry | 2,582 | 1,106 | 2,195 | 1,952 | 1,542 | 224 |
| 33 Victoria | 945 | 423 | 844 | 798 | 745 | 177 |
| 34 Waterloo | 978 | 521 | 1,001 | 958 | 724 | 78 |
| 35 Welland | 901 | 453 | 590 | 834 | 856 | 134 |
| 36 Wellington | 1,118 | 555 | 929 | 1,211 | 1,292 | 336 |
| 37 Wentworth | 1,167 | 547 | 839 | 1,135 | 1,068 | 180 |
| 38 York | 3,460 | 1,458 | 2,015 | 1,958 | 1,947 | 253 |
| 39 Algoma, Manitoulin, etc | 2,028 | 872 | 1,059 | 1,067 | 1,171 | 118 |
| 40 Muskoka | 984 | 470 | 639 | 729 | 539 | 60 |
| 41 Nipissing | 1,586 | 749 | 629 | 613 | 320 | 19 |
| 42 Parry Sound | 1,433 | 559 | 721 | 706 | 684 | 107 |
| 43 Rainy River and Thunder Bay | 591 | 305 | 359 | 342 | 318 | 62 |
| Totals | 55,603 | 28,754 | 40,780 | 44,588 | 45,615 | 8,142 |

SCHOOLS—Continued

various Branches of Instruction.

| | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
|---|---|---|---|---|---|---|---|---|
| 1 | 2,903 | 2,339 | 1,915 | 2,591 | 2,488 | 1,211 | 1,312 | 1,681 |
| 2 | 3,099 | 4,823 | 3,204 | 5,410 | 5,392 | 3,277 | 2,302 | 3,216 |
| 3 | 4,937 | 3,878 | 1,684 | 4,403 | 4,228 | 2,768 | 2,433 | 3,021 |
| 4 | 3,128 | 2,727 | 1,431 | 2,797 | 2,452 | 1,809 | 1,415 | 1,857 |
| 5 | 4,175 | 3,432 | 2,043 | 3,621 | 3,569 | 2,487 | 2,064 | 2,454 |
| 6 | 5,105 | 3,639 | 1,469 | 4,362 | 4,397 | 2,215 | 1,213 | 2,138 |
| 7 | 2,740 | 2,987 | 1,053 | 2,773 | 3,054 | 2,437 | 1,494 | 2,072 |
| 8 | 9,042 | 7,313 | 4,941 | 7,811 | 6,844 | 4,691 | 3,676 | 5,045 |
| 9 | 2,760 | 2,138 | 1,854 | 2,309 | 2,396 | 1,448 | 1,060 | 1,416 |
| 10 | 1,059 | 1,444 | 171 | 997 | 898 | 714 | 462 | 552 |
| 11 | 1,977 | 1,455 | 1,076 | 1,839 | 1,816 | 1,220 | 741 | 1,039 |
| 12 | 6,520 | 5,210 | 4,720 | 5,914 | 6,062 | 2,502 | 2,179 | 3,203 |
| 13 | 5,918 | 5,584 | 2,876 | 6,008 | 5,732 | 3,760 | 2,446 | 3,568 |
| 14 | 6,092 | 4,910 | 3,054 | 5,141 | 5,260 | 3,441 | 2,558 | 2,895 |
| 15 | 5,271 | 4,147 | 2,708 | 4,581 | 4,983 | 2,914 | 2,496 | 2,878 |
| 16 | 3,518 | 2,464 | 1,163 | 2,629 | 2,615 | 1,793 | 1,149 | 1,531 |
| 17 | 5,790 | 5,359 | 2,415 | 5,295 | 5,228 | 3,511 | 2,770 | 3,400 |
| 18 | 3,283 | 2,732 | 873 | 2,440 | 2,555 | 2,078 | 1,504 | 1,822 |
| 19 | 2,280 | 1,741 | 1,377 | 2,071 | 1,938 | 1,439 | 956 | 1,335 |
| 20 | 7,081 | 5,929 | 4,624 | 6,351 | 6,499 | 3,761 | 3,261 | 4,040 |
| 21 | 3,967 | 3,375 | 2,331 | 3,434 | 3,470 | 1,786 | 1,837 | 2,288 |
| 22 | 6,991 | 5,346 | 3,180 | 5,697 | 5,434 | 4,019 | 2,408 | 2,927 |
| 23 | 4,982 | 3,847 | 2,177 | 4,127 | 5,257 | 2,650 | 1,839 | 2,346 |
| 24 | 4,824 | 3,867 | 2,001 | 4,264 | 4,186 | 3,004 | 2,003 | 2,482 |
| 25 | 2,615 | 2,157 | 1,294 | 2,671 | 2,461 | 1,614 | 1,300 | 1,499 |
| 26 | 4,630 | 4,071 | 4,242 | 4,286 | 4,185 | 2,957 | 1,845 | 2,485 |
| 27 | 2,781 | 3,035 | 1,569 | 2,771 | 2,831 | 2,014 | 1,422 | 1,774 |
| 28 | 3,354 | 2,556 | 1,564 | 2,578 | 2,864 | 1,659 | 1,198 | 1,693 |
| 29 | 2,111 | 1,734 | 720 | 1,780 | 1,856 | 1,324 | 922 | 1,187 |
| 30 | 6,643 | 4,272 | 1,137 | 4,816 | 4,723 | 3,474 | 2,387 | 2,991 |
| 31 | 10,294 | 8,922 | 3,962 | 8,989 | 8,702 | 5,215 | 3,927 | 5,021 |
| 32 | 8,263 | 6,986 | 3,580 | 7,326 | 7,173 | 4,001 | 2,775 | 3,862 |
| 33 | 3,587 | 2,793 | 1,887 | 3,193 | 3,165 | 1,633 | 1,727 | 2,180 |
| 34 | 3,615 | 3,466 | 2,702 | 3,559 | 3,555 | 1,657 | 1,088 | 1,784 |
| 35 | 3,133 | 2,529 | 1,761 | 2,845 | 2,761 | 1,940 | 1,254 | 1,803 |
| 36 | 4,513 | 3,863 | 3,889 | 4,187 | 4,051 | 3,015 | 2,013 | 2,705 |
| 37 | 4,612 | 3,287 | 2,866 | 4,137 | 3,402 | 2,575 | 1,527 | 2,223 |
| 38 | 10,715 | 9,136 | 7,631 | 9,309 | 7,585 | 5,676 | 4,223 | 4,678 |
| 39 | 4,958 | 3,679 | 1,574 | 4,186 | 4,150 | 2,713 | 1,636 | 2,388 |
| 40 | 3,116 | 2,380 | 1,255 | 2,685 | 2,633 | 1,576 | 1,092 | 1,474 |
| 41 | 2,416 | 1,903 | 484 | 2,289 | 2,309 | 1,307 | 415 | 805 |
| 42 | 2,617 | 2,380 | 1,220 | 2,399 | 2,475 | 1,946 | 1,200 | 1,475 |
| 43 | 1,977 | 1,171 | 738 | 1,305 | 1,270 | 742 | 653 | 709 |
| | 193,392 | 161,006 | 98,415 | 172,176 | 168,904 | 107,973 | 78,182 | 101,942 |

THE PUBLIC

II.—Table B.—Number of Pupils in the

| Rural Schools. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. |
|---|---|---|---|---|---|
| 1 Brant | 1,716 | 2,607 | 1,944 | 86 | 103 |
| 2 Bruce | 3,923 | 5,142 | 2,542 | 148 | 263 |
| 3 Carleton | 2,895 | 4,670 | 2,276 | 280 | 377 |
| 4 Dufferin | 2,207 | 2,616 | 2,222 | 74 | 583 |
| 5 Elgin | 2,692 | 3,678 | 2,215 | 386 | 940 |
| 6 Essex | 4,386 | 3,368 | 1,674 | 71 | 279 |
| 7 Frontenac | 1,867 | 2,804 | 1,355 | 62 | 138 |
| 8 Grey | 6,998 | 9,021 | 5,145 | 203 | 536 |
| 9 Haldimand | 1,593 | 2,584 | 2,708 | 200 | 166 |
| 10 Haliburton | 510 | 779 | 222 | 40 | 45 |
| 11 Halton | 1,091 | 1,741 | 1,569 | 42 | 180 |
| 12 Hastings | 5,540 | 6,631 | 5,224 | 358 | 396 |
| 13 Huron | 2,913 | 5,511 | 4,797 | 117 | 116 |
| 14 Kent | 4,102 | 4,521 | 2,920 | 427 | 547 |
| 15 Lambton | 3,225 | 5,982 | 3,181 | 153 | 178 |
| 16 Lanark | 1,513 | 2,588 | 1,787 | 121 | 135 |
| 17 Leeds and Grenville | 4,382 | 4,832 | 1,519 | 155 | 272 |
| 18 Lennox and Addington | 2,031 | 2,987 | 536 | 93 | 107 |
| 19 Lincoln | 1,382 | 2,207 | 1,412 | 86 | 126 |
| 20 Middlesex | 4,455 | 6,742 | 4,990 | 404 | 848 |
| 21 Norfolk | 2,804 | 3,765 | 2,541 | 158 | 133 |
| 22 Northumberland and Durham | 3,706 | 5,888 | 3,225 | 254 | 336 |
| 23 Ontario | 2 687 | 4,613 | 2,272 | 157 | 154 |
| 24 Oxford | 2,891 | 4,474 | 2,281 | 284 | 332 |
| 25 Peel | 1,350 | 2,495 | 1,602 | 43 | 50 |
| 26 Perth | 2,379 | 4,419 | 4,321 | 206 | 419 |
| 27 Peterborough | 1,763 | 2,548 | 1,667 | 158 | 405 |
| 28 Prescott and Russell | 1,975 | 3,137 | 2,115 | 91 | 162 |
| 29 Prince Edward | 1,288 | 1,886 | 855 | 116 | 112 |
| 30 Renfrew | 2,931 | 5,536 | 1,558 | 193 | 321 |
| 31 Simcoe | 5,819 | 7,917 | 5,650 | 413 | 608 |
| 32 Stormont, Dundas and Glengarry | 5,055 | 7,743 | 4,312 | 141 | 240 |
| 33 Victoria | 2,797 | 3,203 | 1,894 | 168 | 181 |
| 34 Waterloo | 1,735 | 3,175 | 2,272 | 38 | 67 |
| 35 Welland | 1,317 | 2,796 | 1,796 | 120 | 114 |
| 36 Wellington | 2,746 | 4,310 | 2,338 | 310 | 334 |
| 37 Wentworth | 1,807 | 4,098 | 3,028 | 174 | 186 |
| 38 York | 7,501 | 10,241 | 5,156 | 238 | 237 |
| 39 Algoma, Manitoulin, etc | 2,711 | 4,623 | 1,872 | 126 | 554 |
| 40 Muskoka | 1,636 | 2,760 | 1,199 | 77 | 154 |
| 41 Nipissing | 1,323 | 1,421 | 782 | 33 | 277 |
| 42 Parry Sound | 1,343 | 2,000 | 1,180 | 177 | 224 |
| 43 Rainy River and Thunder Bay | 1,081 | 1,001 | 828 | 50 | 81 |
| Totals | 120,066 | 175,060 | 104,982 | 7,231 | 12,016 |

SCHOOLS—Continued

various Branches of Instruction.—Continued.

| | Algebra. | Geometry. | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 102 | 98 | 48 | 44 | ..... | 84 | 7 | 182 | 77 | ..... |
| 2 | 148 | 132 | 54 | 12 | ..... | 98 | 69 | 241 | 53 | ..... |
| 3 | 442 | 436 | 314 | 209 | 13 | 269 | 134 | 155 | ..... | ..... |
| 4 | 56 | 53 | 24 | 4 | ..... | 18 | 1 | 109 | ..... | ..... |
| 5 | 355 | 358 | 117 | 66 | ..... | 774 | 112 | 181 | 322 | 19 |
| 6 | 98 | 95 | 81 | 819 | ..... | 68 | 37 | 73 | 98 | ..... |
| 7 | 56 | 44 | 14 | 14 | ..... | 5 | 5 | 20 | 32 | ..... |
| 8 | 188 | 173 | 88 | 33 | 1 | 41 | 64 | 50 | 408 | 51 |
| 9 | 105 | 94 | 71 | 44 | ..... | 69 | 8 | 567 | ..... | ..... |
| 10 | 29 | 24 | ..... | ..... | ..... | 3 | 30 | 29 | ..... | ..... |
| 11 | 55 | 53 | 1 | ..... | 4 | 20 | 21 | 123 | 70 | ..... |
| 12 | 179 | 146 | 36 | 15 | ..... | 146 | 10 | 174 | 206 | ..... |
| 13 | 120 | 73 | 25 | 19 | ..... | 228 | 163 | 185 | 14 | ..... |
| 14 | 375 | 340 | 50 | 117 | ..... | 384 | 226 | 259 | 326 | 6 |
| 15 | 151 | 73 | 36 | 3 | ..... | 104 | 35 | 48 | ..... | ..... |
| 16 | 124 | 119 | 93 | 78 | ..... | 115 | 79 | 43 | 18 | 19 |
| 17 | 209 | 193 | 143 | 79 | ..... | 84 | 19 | ..... | ..... | ..... |
| 18 | 110 | 98 | 30 | 47 | 4 | 48 | 32 | ..... | ..... | ..... |
| 19 | 78 | 69 | 25 | 5 | ..... | 40 | 37 | 232 | 93 | ..... |
| 20 | 419 | 339 | 144 | 30 | ..... | 321 | 66 | 257 | 143 | 49 |
| 21 | 124 | 86 | 10 | 3 | ..... | 91 | ..... | 315 | ..... | ..... |
| 22 | 248 | 222 | 75 | 51 | ..... | 123 | 86 | 137 | 51 | 20 |
| 23 | 139 | 122 | 46 | 30 | 1 | 67 | 50 | 145 | 98 | ..... |
| 24 | 344 | 194 | 154 | 87 | 19 | 195 | 131 | 185 | 137 | 32 |
| 25 | 50 | 46 | 19 | 2 | ..... | 35 | 33 | 1 | ..... | ..... |
| 26 | 141 | 121 | 70 | 26 | 14 | 159 | 107 | 545 | 161 | ..... |
| 27 | 153 | 128 | 104 | 24 | 19 | 3 | 3 | 77 | 47 | 47 |
| 28 | 86 | 86 | 22 | 1,855 | ..... | 36 | 15 | 92 | 37 | ..... |
| 29 | 105 | 72 | 59 | 37 | ..... | 73 | 66 | 359 | ..... | 39 |
| 30 | 188 | 173 | 32 | 32 | ..... | ..... | 34 | ..... | ..... | ..... |
| 31 | 423 | 401 | 204 | 357 | ..... | 383 | 299 | 1,042 | 3 | ..... |
| 32 | 191 | 171 | 95 | 128 | ..... | 111 | 43 | 118 | 23 | ..... |
| 33 | 155 | 96 | 28 | 10 | ..... | 42 | 47 | 12 | ..... | ..... |
| 34 | 42 | 35 | 6 | 1 | 97 | 9 | 6 | 193 | 75 | ..... |
| 35 | 118 | 95 | 49 | 14 | 22 | 53 | 40 | 90 | 67 | ..... |
| 36 | 314 | 282 | 162 | 96 | 5 | 157 | 139 | 444 | 305 | 58 |
| 37 | 170 | 164 | 110 | 35 | 4 | 135 | 92 | 225 | 37 | 90 |
| 38 | 245 | 242 | 78 | 57 | ..... | 250 | 6 | 155 | 71 | ..... |
| 39 | 102 | 103 | 46 | 84 | ..... | 21 | 25 | 56 | ..... | ..... |
| 40 | 60 | 60 | 7 | 2 | ..... | 76 | 33 | 161 | ..... | ..... |
| 41 | 20 | 15 | 4 | 1,477 | ..... | 19 | 11 | 76 | 45 | 1 |
| 42 | 92 | 92 | 2 | 1 | ..... | 39 | 28 | 81 | ..... | ..... |
| 43 | 39 | 31 | 2 | 3 | ..... | 26 | 14 | ..... | ..... | 21 |
| | 6,948 | 6,047 | 2,778 | 6,050 | 203 | 5,022 | 2,463 | 7,437 | 3,017 | 452 |

THE PUBLIC

II. Table B.—Number of Pupils in the

| Cities. | Reading. | | | | | |
|---|---|---|---|---|---|---|
| | Primer. | 1st Book. | 2nd Book. | 3rd Book. | 4th Book. | Beyond 4th Book. |
| 1 Belleville | 475 | 254 | 248 | 276 | 307 | ..... |
| 2 Brantford | 873 | 453 | 519 | 651 | 453 | 53 |
| 3 Chatham | 286 | 321 | 357 | 342 | 316 | ..... |
| 4 Fort William | 563 | 340 | 300 | 270 | 233 | ..... |
| 5 Guelph | 420 | 217 | 260 | 490 | 286 | 121 |
| 6 Hamilton | 1,556 | 1,274 | 1,239 | 2,390 | 1,904 | 592 |
| 7 Kingston | 627 | 350 | 344 | 559 | 543 | ..... |
| 8 London | 1,525 | 1,320 | 1,479 | 768 | 1,076 | ..... |
| 9 Niagara Falls | 403 | 154 | 162 | 279 | 207 | ..... |
| 10 Ottawa | 1,379 | 906 | 987 | 1,924 | 1,524 | 279 |
| 11 Peterborough | 596 | 327 | 415 | 380 | 410 | ..... |
| 12 Port Arthur | 369 | 183 | 174 | 302 | 244 | ..... |
| 13 St. Catharines | 425 | 152 | 253 | 441 | 292 | ..... |
| 14 St. Thomas | 434 | 216 | 397 | 453 | 443 | ..... |
| 15 Stratford | 363 | 217 | 279 | 458 | 402 | ..... |
| 16 Toronto | 8,979 | 4,960 | 8,092 | 8,439 | 7,748 | 1,084 |
| 17 Windsor | 842 | 221 | 226 | 371 | 237 | ..... |
| 18 Woodstock | 393 | 159 | 198 | 269 | 339 | ..... |
| Totals | 20,508 | 12,024 | 15,929 | 19,062 | 16,964 | 2,129 |
| Towns. | | | | | | |
| 1 Alexandria | 23 | 9 | 12 | 11 | 17 | ..... |
| 2 Alliston | 56 | 45 | 45 | 40 | 48 | 131 |
| 3 Almonte | 48 | 65 | 78 | 70 | 77 | ..... |
| 4 Amherstburg | 85 | 53 | 64 | 42 | 48 | 38 |
| 5 Aruprior | 177 | 112 | 129 | 108 | 116 | ..... |
| 6 Aurora | 86 | 43 | 92 | 56 | 51 | ..... |
| 7 Aylmer | 96 | 41 | 91 | 84 | 73 | ..... |
| 8 Barrie | 234 | 145 | 305 | 257 | 276 | ..... |
| 9 Berlin | 287 | 258 | 489 | 408 | 352 | ..... |
| 10 Blenheim | 77 | 72 | 47 | 49 | 50 | 86 |
| 11 Blind River | 84 | 32 | 36 | 31 | 26 | 25 |
| 12 Bonfield | 12 | 6 | 9 | 6 | 9 | ..... |
| 13 Bothwell | 35 | 22 | 27 | 24 | 15 | 56 |
| 14 Bowmanville | 105 | 58 | 117 | 88 | 100 | ..... |
| 15 Bracebridge | 271 | 58 | 145 | 139 | 72 | 94 |
| 16 Brampton | 126 | 90 | 71 | 131 | 105 | ..... |
| 17 Brockville | 301 | 210 | 259 | 226 | 244 | ..... |
| 18 Bruce Mines | 54 | 26 | 40 | 46 | 34 | 35 |
| 19 Cache Bay | 57 | 28 | 24 | 21 | 7 | 3 |
| 20 Campbellford | 128 | 102 | 116 | 108 | 123 | ..... |
| 21 Carleton Place | 222 | 142 | 124 | 154 | 140 | ..... |
| 22 Chesley | 102 | 42 | 104 | 65 | 81 | ..... |
| 23 Clinton | 98 | 62 | 44 | 99 | 105 | ..... |
| 24 Cobalt | 210 | 93 | 108 | 100 | 60 | 10 |
| 25 Cobourg | 125 | 90 | 95 | 121 | 123 | ..... |
| 26 Collingwood | 313 | 186 | 300 | 186 | 271 | ..... |
| 27 Copper Cliff | 209 | 96 | 74 | 48 | 32 | 11 |
| 28 Cornwall | 236 | 52 | 154 | 119 | 94 | ..... |
| 29 Deseronto | 186 | 42 | 94 | 80 | 80 | ..... |
| 30 Dresden | 128 | 49 | 68 | 55 | 31 | 92 |
| 31 Dundas | 206 | 111 | 89 | 93 | 99 | ..... |
| 32 Dunnville | 193 | 46 | 64 | 101 | 90 | ..... |
| 33 Durham | 61 | 45 | 47 | 69 | 44 | 109 |

SCHOOLS—Continued

various Branches of Instruction.—Continued.

| | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History |
|---|---|---|---|---|---|---|---|---|
| 1 | 1,560 | 1,560 | 1,560 | 1,560 | 1,560 | 583 | 337 | 777 |
| 2 | 2,949 | 2,949 | 3,002 | 3,002 | 3,002 | 1,113 | 708 | 861 |
| 3 | 1,622 | 1,450 | 1,622 | 1,622 | 1,622 | 747 | 727 | 826 |
| 4 | 1,706 | 1,100 | 1,706 | 1,200 | 1,200 | 503 | 503 | 600 |
| 5 | 1,646 | 1,336 | 1,603 | 1,149 | 1,718 | 817 | 520 | 817 |
| 6 | 8,894 | 8,250 | 8,955 | 8,491 | 8,148 | 7,170 | 5,259 | 6,513 |
| 7 | 2,423 | 1,907 | 2,423 | 1,796 | 2,423 | 537 | 777 | 1,102 |
| 8 | 6,168 | 6,168 | 6,168 | 6,168 | 6,168 | 1,909 | 3,442 | 4,702 |
| 9 | 1,205 | 802 | 578 | 1,205 | 1,205 | 555 | 207 | 506 |
| 10 | 6,999 | 3,727 | 6,999 | 3,727 | 3,727 | 3,727 | 1,803 | 3,727 |
| 11 | 2,128 | 1,532 | 2,128 | 2,128 | 2,128 | 410 | 1,532 | 1,532 |
| 12 | 1,272 | 903 | 1,272 | 720 | 1,272 | 546 | 546 | 546 |
| 13 | 996 | 996 | ..... | 996 | 1,148 | 483 | 483 | 483 |
| 14 | 1,943 | 1,943 | 574 | 1,943 | 1,943 | 896 | 896 | 896 |
| 15 | 1,719 | 1,719 | 1,719 | 1,719 | 1,719 | 1,719 | 1,719 | 1,719 |
| 16 | 38,085 | 37,584 | 38,290 | 35,213 | 37,267 | 29,337 | 9,181 | 11,782 |
| 17 | 1,897 | 834 | 1,897 | 1,897 | 1,897 | 608 | 237 | 608 |
| 18 | 1,358 | 965 | ..... | 965 | 806 | 608 | 339 | 608 |
| | 84,570 | 75,725 | 80,496 | 75,501 | 78,953 | 52,268 | 29,216 | 38,605 |
| 1 | 72 | 40 | 72 | 49 | 49 | 28 | 17 | 28 |
| 2 | 335 | 279 | 365 | 365 | 365 | 219 | 179 | 219 |
| 3 | 338 | 338 | ..... | 338 | 338 | 225 | 77 | 109 |
| 4 | 316 | 194 | 194 | 234 | 234 | 194 | 83 | 84 |
| 5 | 642 | 353 | 642 | 465 | 642 | 353 | 65 | 224 |
| 6 | 328 | 328 | 277 | 328 | 328 | 328 | 51 | 328 |
| 7 | 385 | 289 | 228 | 385 | 385 | 248 | 109 | 145 |
| 8 | 1,217 | 1,185 | 1,027 | 1,217 | 1,170 | 533 | 669 | 950 |
| 9 | 578 | 1,249 | 1,794 | 1,794 | 1,794 | 760 | 352 | 760 |
| 10 | 381 | 381 | 381 | 232 | 232 | 232 | 232 | 232 |
| 11 | 225 | 150 | ..... | 118 | 118 | 118 | 50 | 75 |
| 12 | 42 | 30 | ..... | 42 | 42 | 30 | 15 | 24 |
| 13 | 179 | 179 | 84 | 144 | 179 | 144 | 122 | 122 |
| 14 | 468 | 305 | 468 | 468 | 468 | 242 | 100 | 188 |
| 15 | 757 | 775 | 685 | 779 | 779 | 325 | 446 | 775 |
| 16 | 523 | 523 | 523 | 397 | 350 | 236 | 236 | 236 |
| 17 | 1,240 | 1,240 | 1,240 | 1,240 | 1,240 | 1,240 | 1,240 | 1,240 |
| 18 | 214 | 138 | 77 | 142 | 142 | 142 | 142 | 142 |
| 19 | 140 | 55 | 85 | 140 | 140 | 55 | 7 | 28 |
| 20 | 577 | 449 | 530 | 338 | 449 | 231 | 141 | 90 |
| 21 | 782 | 782 | ..... | 782 | 782 | 294 | 140 | 294 |
| 22 | 394 | 394 | 394 | 394 | 394 | 196 | 196 | 196 |
| 23 | 408 | 291 | 336 | 364 | 408 | 201 | 111 | 228 |
| 24 | 581 | 278 | 581 | 581 | 581 | 170 | 70 | 170 |
| 25 | 554 | 429 | 554 | 429 | 429 | 244 | 123 | 244 |
| 26 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 457 | 457 | 852 |
| 27 | 261 | 165 | ..... | 91 | 91 | 91 | 43 | 91 |
| 28 | 655 | 655 | 655 | 655 | 655 | 94 | 213 | 213 |
| 29 | 482 | 482 | 482 | 482 | 482 | 160 | 108 | 85 |
| 30 | 399 | 399 | 423 | 422 | 422 | 178 | 123 | 178 |
| 31 | 598 | 281 | 598 | 598 | 598 | 192 | 192 | 192 |
| 32 | 193 | 255 | ..... | 191 | 448 | 191 | 53 | 138 |
| 33 | 270 | 270 | 158 | 314 | 314 | 222 | 222 | 222 |

THE PUBLIC

II. Table B.—Numbers of Pupils in the

| Cities—Continued. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. |
|---|---|---|---|---|---|
| 1 Belleville | 1,560 | 1,560 | 1,560 | ..... | ..... |
| 2 Brantford | 2,949 | 2,949 | 2,949 | 53 | 53 |
| 3 Chatham | 826 | 1,622 | 1,622 | ..... | ..... |
| 4 Fort William | 1,706 | 1,100 | 1,706 | ..... | ..... |
| 5 Guelph | 1,221 | 1,603 | 1,603 | 118 | 115 |
| 6 Hamilton | 7,388 | 8,712 | 7,814 | 592 | 592 |
| 7 Kingston | 2,423 | 2,423 | 2,423 | ..... | ..... |
| 8 London | 6,168 | 6,168 | 6,168 | ..... | ..... |
| 9 Niagara Falls | 506 | 1,205 | 853 | ..... | ..... |
| 10 Ottawa | 1,803 | 3,727 | 3,657 | 279 | 1,803 |
| 11 Peterborough | 2,128 | 2,128 | 2,128 | ..... | ..... |
| 12 Port Arthur | 1,272 | 1,272 | ..... | ..... | ..... |
| 13 St. Catharines | 483 | 1,563 | ..... | ..... | ..... |
| 14 St. Thomas | 1,943 | 1,943 | 1,943 | ..... | ..... |
| 15 Stratford | 1,719 | 1,719 | 1,719 | ..... | ..... |
| 16 Toronto | 34,228 | 37,885 | 38,567 | 1,871 | 17,080 |
| 17 Windsor | 1,897 | 1,897 | 1,897 | ..... | ..... |
| 18 Woodstock | 608 | 1,358 | ..... | ..... | ..... |
| Total | 70,828 | 80,834 | 76,609 | 2,913 | 19,643 |
| Towns. | | | | | |
| 1 Alexandria | 28 | 49 | ..... | ..... | ..... |
| 2 Alliston | 88 | 279 | 365 | 45 | 131 |
| 3 Almonte | 77 | 109 | ..... | ..... | 147 |
| 4 Amherstburg | 152 | 278 | ..... | 20 | 38 |
| 5 Arnprior | 116 | 642 | 642 | ..... | ..... |
| 6 Aurora | 328 | 328 | 277 | ..... | ..... |
| 7 Aylmer | 385 | 385 | 385 | ..... | ..... |
| 8 Barrie | 1,078 | 1,217 | 1,156 | ..... | ..... |
| 9 Berlin | 760 | 1,794 | ..... | ..... | ..... |
| 10 Blenheim | 198 | 381 | 381 | 86 | 86 |
| 11 Blind River | 51 | 118 | ..... | 16 | 26 |
| 12 Bonfield | 15 | 15 | 42 | ..... | 9 |
| 13 Bothwell | 123 | 123 | ..... | 14 | 56 |
| 14 Bowmanville | 468 | 468 | 468 | ..... | ..... |
| 15 Bracebridge | 685 | 685 | 685 | 72 | 90 |
| 16 Brampton | 236 | 350 | 523 | ..... | ..... |
| 17 Brockville | 1,240 | 1,240 | 1,240 | ..... | ..... |
| 18 Bruce Mines | 62 | 62 | ..... | 21 | 39 |
| 19 Cache Bay | 28 | 140 | ..... | 3 | 3 |
| 20 Campbellford | 338 | 577 | ..... | ..... | ..... |
| 21 Carleton Place | 294 | 782 | ..... | ..... | ..... |
| 22 Chesley | 394 | 394 | 394 | ..... | ..... |
| 23 Clinton | 314 | 408 | 336 | ..... | ..... |
| 24 Cobalt | 581 | 581 | ..... | 10 | 10 |
| 25 Cobourg | 429 | 554 | 504 | ..... | ..... |
| 26 Collingwood | 1,256 | 1,256 | 1,256 | ..... | ..... |
| 27 Copper Cliff | 43 | ..... | ..... | ..... | 43 |
| 28 Cornwall | 655 | 655 | ..... | ..... | ..... |
| 29 Deseronto | 482 | 482 | 482 | ..... | 61 |
| 30 Dresden | 331 | 331 | 423 | 40 | 91 |
| 31 Dundas | 598 | 598 | 598 | ..... | ..... |
| 32 Dunnville | 191 | 494 | 441 | ..... | 255 |
| 33 Durham | 260 | 290 | 154 | 25 | 222 |

SCHOOLS—Continued

various Branches of Instruction.—Continued.

| | Algebra. | Geometry. | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 280 | 44 |
| 2 | ..... | ..... | ..... | ..... | ..... | ..... | 53 | ..... | 234 | 249 |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 896 | ..... |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | 1,200 |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | 120 | ..... | 326 | 302 |
| 6 | 592 | 592 | ..... | ..... | ..... | 592 | 592 | ..... | 1,213 | 1,708 |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,102 | 365 |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 471 | ..... |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | ..... | ..... | ..... | ..... | ..... | 1,524 | 279 | ..... | 935 | 1,843 |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 105 | 141 |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 278 | ..... |
| 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 211 | 191 |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | 1,293 | ..... | 31,583 | 8,744 |
| 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 130 | 128 |
| | 592 | 592 | ..... | ..... | ..... | 2,116 | 2,337 | ..... | 38,964 | 14,915 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 131 | 131 | 131 | 66 | 40 | 80 | ..... | ..... | ..... | ..... |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | 38 | 38 | 20 | 20 | ..... | 20 | 10 | ..... | ..... | ..... |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | ..... | ..... | ..... | ..... | 1,216 | ..... | ..... | ..... | 131 | 217 |
| 10 | 86 | 86 | 68 | 58 | ..... | 86 | 71 | ..... | ..... | ..... |
| 11 | 26 | 26 | 26 | 7 | ..... | 16 | ..... | ..... | ..... | ..... |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | ..... | ..... |
| 13 | 56 | 56 | 56 | 7 | ..... | 56 | ..... | ..... | ..... | ..... |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | 94 | 94 | 88 | 40 | 7 | 94 | ..... | ..... | ..... | ..... |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | 39 | 39 | 39 | 29 | ..... | 39 | ..... | ..... | ..... | ..... |
| 19 | 3 | 2 | 2 | ..... | ..... | 2 | 3 | ..... | ..... | ..... |
| 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 24 | 10 | 10 | 10 | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| 25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 101 | ..... |
| 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | 90 | 90 | 90 | 64 | 5 | 66 | ..... | ..... | ..... | ..... |
| 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 317 | ..... |
| 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 | 109 | 109 | 87 | 74 | ..... | 109 | ..... | ..... | ..... | ..... |

THE PUBLIC

II. Table B.—Number of Pupils in the

| Towns—Continued. | Reading. | | | | | |
|---|---|---|---|---|---|---|
| | Primer. | 1st Book. | 2nd Book. | 3rd Book. | 4th Book. | Beyond 4th Book. |
| 34 Englehart | 37 | 18 | 28 | 17 | 32 | ..... |
| 35 Essex | 89 | 36 | 72 | 69 | 56 | ..... |
| 36 Forest | 76 | 43 | 47 | 41 | 63 | ..... |
| 37 Fort Frances | 68 | 31 | 21 | 20 | 24 | 28 |
| 38 Galt | 324 | 153 | 206 | 291 | 355 | ..... |
| 39 Gananoque | 263 | 91 | 168 | 149 | 130 | ..... |
| 40 Goderich | 139 | 48 | 161 | 176 | 134 | ..... |
| 41 Gore Bay | 30 | 25 | 50 | 41 | 52 | 74 |
| 42 Gravenhurst | 122 | 90 | 134 | 78 | 87 | ..... |
| 43 Haileybury | 253 | 83 | 90 | 74 | 52 | 11 |
| 44 Hanover | 166 | 38 | 99 | 81 | 46 | 43 |
| 45 Harriston | 68 | 41 | 60 | 67 | 72 | ..... |
| 46 Hawkesbury | 45 | 24 | 27 | 43 | 41 | ..... |
| 47 Hespeler | 85 | 65 | 114 | 123 | 69 | 34 |
| 48 Huntsville | 211 | 103 | 115 | 85 | 58 | 70 |
| 49 Ingersoll | 163 | 71 | 182 | 187 | 149 | ..... |
| 50 Kearney | 34 | 25 | 19 | 23 | 26 | 10 |
| 51 Keewatin | 51 | 32 | 41 | 57 | 43 | 28 |
| 52 Kenora | 401 | 127 | 161 | 113 | 131 | ..... |
| 53 Kincardine | 116 | 51 | 57 | 56 | 106 | ..... |
| 54 Kingsville | 110 | 12 | 104 | 74 | 52 | 20 |
| 55 Latchford | 49 | 13 | 24 | 9 | 20 | ..... |
| 56 Leamington | 137 | 45 | 97 | 91 | 66 | ..... |
| 57 Lindsay | 266 | 85 | 227 | 245 | 200 | ..... |
| 58 Listowel | 87 | 48 | 56 | 90 | 117 | ..... |
| 59 Little Current | 139 | 29 | 46 | 63 | 56 | ..... |
| 60 Massey | 36 | 9 | 34 | 28 | 28 | 16 |
| 61 Mattawa | 15 | 9 | 14 | 13 | 14 | 7 |
| 62 Meaford | 118 | 45 | 99 | 87 | 105 | ..... |
| 63 Midland | 397 | 198 | 201 | 200 | 169 | ..... |
| 64 Milton | 127 | 68 | 52 | 54 | 71 | 66 |
| 65 Mitchell | 44 | 53 | 42 | 64 | 104 | ..... |
| 66 Mount Forest | 65 | 50 | 43 | 61 | 87 | ..... |
| 67 Napanee | 76 | 65 | 100 | 73 | 174 | ..... |
| 68 New Liskeard | 229 | 65 | 70 | 79 | 42 | 30 |
| 69 Newmarket | 179 | 48 | 70 | 98 | 82 | ..... |
| 70 Niagara | 55 | 15 | 53 | 43 | 55 | ..... |
| 71 North Bay | 188 | 165 | 105 | 136 | 71 | ..... |
| 72 North Toronto | 319 | 179 | 113 | 155 | 100 | 7 |
| 73 Oakville | 89 | 57 | 73 | 35 | 64 | ..... |
| 74 Orangeville | 76 | 76 | 81 | 84 | 65 | ..... |
| 75 Orillia | 242 | 203 | 180 | 172 | 221 | 52 |
| 76 Oshawa | 366 | 145 | 233 | 223 | 128 | ..... |
| 77 Owen Sound | 370 | 297 | 419 | 416 | 484 | ..... |
| 78 Palmerston | 86 | 43 | 51 | 65 | 79 | 71 |
| 79 Paris | 107 | 83 | 94 | 147 | 100 | ..... |
| 80 Parkhill | 26 | 26 | 36 | 50 | 67 | ..... |
| 81 Parry Sound | 286 | 219 | 94 | 170 | 87 | 85 |
| 82 Pembroke | 191 | 91 | 106 | 119 | 173 | ..... |
| 83*Penetanguishene | 264 | 115 | 93 | 116 | 107 | ..... |
| 84 Perth | 92 | 42 | 93 | 84 | 92 | ..... |
| 85 Petrolea | 163 | 102 | 97 | 165 | 137 | ..... |
| 86 Picton | 129 | 68 | 117 | 89 | 110 | ..... |
| 87 Port Hope | 203 | 138 | 146 | 91 | 142 | ..... |

*Including Protestant Separate School.

SCHOOLS.—Continued

various Branches of Instruction—Continued

| | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
|---|---|---|---|---|---|---|---|---|
| 34 | 132 | 132 | 132 | 132 | 132 | 49 | 49 | 49 |
| 35 | 322 | 233 | 322 | 322 | 322 | 125 | 56 | 125 |
| 36 | 270 | 151 | ..... | 151 | 270 | 104 | 104 | 104 |
| 37 | 192 | 124 | ..... | 192 | 192 | 72 | 52 | 72 |
| 38 | 1,329 | 1,073 | 771 | 949 | 1,329 | 598 | 463 | 646 |
| 39 | 801 | 538 | 466 | 801 | 801 | 198 | 130 | 279 |
| 40 | 658 | 658 | 658 | 658 | 658 | 310 | 134 | 310 |
| 41 | 255 | 200 | ..... | 217 | 272 | 150 | 109 | 150 |
| 42 | 511 | 511 | 209 | 511 | 511 | 230 | 87 | 218 |
| 43 | 563 | 402 | 161 | 563 | 563 | 137 | 137 | 137 |
| 44 | 473 | 473 | 430 | 473 | 473 | 269 | 89 | 170 |
| 45 | 240 | 240 | 308 | 240 | 240 | 199 | 95 | 199 |
| 46 | 180 | 180 | 180 | 180 | 180 | 58 | 93 | 93 |
| 47 | 490 | 490 | ..... | 320 | 490 | 206 | 103 | 226 |
| 48 | 440 | 401 | ..... | 413 | 413 | 211 | 128 | 254 |
| 49 | 752 | 752 | 752 | 752 | 752 | 205 | 149 | 512 |
| 50 | 83 | 39 | ..... | 88 | 83 | 39 | 26 | 26 |
| 51 | 252 | 162 | 252 | 252 | 252 | 121 | 128 | 128 |
| 52 | 933 | 405 | 444 | 933 | 933 | 244 | 131 | 244 |
| 53 | 386 | 386 | 386 | 386 | 386 | 106 | 191 | 386 |
| 54 | 372 | 250 | ..... | 250 | 262 | 146 | 72 | 146 |
| 55 | 115 | 53 | 62 | 115 | 115 | 53 | 20 | 29 |
| 56 | 386 | 299 | ..... | 299 | 386 | 157 | 66 | 157 |
| 57 | 1,023 | 746 | 825 | 746 | 1,023 | 261 | 281 | 419 |
| 58 | 398 | 263 | 398 | 288 | 311 | 207 | 117 | 153 |
| 59 | 333 | 216 | 333 | 216 | 216 | 137 | 56 | 137 |
| 60 | 151 | 115 | 151 | 115 | 115 | 72 | 72 | 72 |
| 61 | 53 | 72 | 34 | 57 | 43 | 34 | 21 | 34 |
| 62 | 454 | 454 | 454 | 454 | 454 | 192 | 454 | 454 |
| 63 | 1,165 | 1,165 | 1,165 | 1,165 | 1,165 | 451 | 397 | 1,165 |
| 64 | 438 | 438 | 372 | 438 | 438 | 243 | 137 | 191 |
| 65 | 274 | 274 | 274 | 274 | 274 | 168 | 104 | 168 |
| 66 | 306 | 306 | 306 | 306 | 306 | 155 | 155 | 155 |
| 67 | 488 | 488 | 488 | 488 | 488 | 174 | 347 | 347 |
| 68 | 515 | 286 | 515 | 515 | 515 | 151 | 72 | 151 |
| 69 | 477 | 477 | 477 | 477 | 477 | 204 | 126 | 190 |
| 70 | 221 | 166 | ..... | 151 | 151 | 98 | 135 | 151 |
| 71 | 665 | 665 | 665 | 665 | 665 | 71 | 665 | 665 |
| 72 | 873 | 554 | 873 | 873 | 873 | 375 | 375 | 375 |
| 73 | 318 | 318 | 318 | 318 | 318 | 145 | 318 | 318 |
| 74 | 382 | 382 | 275 | 382 | 382 | 107 | 230 | 230 |
| 75 | 1,018 | 1,004 | 961 | 871 | 1,013 | 458 | 313 | 621 |
| 76 | 1,095 | 463 | 868 | 1,095 | 975 | 463 | 128 | 128 |
| 77 | 1,986 | 1,986 | 1,986 | 1,319 | 1,986 | 710 | 900 | 900 |
| 78 | 359 | 240 | 324 | 291 | 395 | 395 | 185 | 240 |
| 79 | 531 | 341 | 164 | 531 | 531 | 100 | 100 | 247 |
| 80 | 205 | 205 | 205 | 205 | 205 | 205 | 88 | 88 |
| 81 | 941 | 684 | 856 | 707 | 707 | 465 | 176 | 272 |
| 82 | 680 | 680 | 680 | 680 | 680 | 398 | 680 | 680 |
| 83 | 695 | 695 | 695 | 695 | 695 | 125 | 163 | 262 |
| 84 | 403 | 403 | 403 | 403 | 403 | 176 | 92 | 176 |
| 85 | 664 | 399 | ..... | 399 | 501 | 302 | 302 | 302 |
| 86 | 513 | 384 | 513 | 513 | 513 | 110 | 199 | 384 |
| 87 | 720 | 720 | 720 | 720 | 720 | 720 | 233 | 233 |

THE PUBLIC

II. Table B.—Number of Pupils in the

| Towns—Continued. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. |
|---|---|---|---|---|---|
| 34 Englehart | 49 | 132 | 132 | ..... | 2 |
| 35 Essex | 233 | 322 | 322 | ..... | ..... |
| 36 Forest | 104 | 270 | ..... | ..... | ..... |
| 37 Fort Frances | 44 | 44 | ..... | 28 | 28 |
| 38 Galt | 1,329 | 1,329 | 1,329 | ..... | ..... |
| 39 Gananoque | 801 | 801 | 801 | ..... | ..... |
| 40 Goderich | 134 | 658 | 658 | ..... | ..... |
| 41 Gore Bay | 150 | 198 | 74 | 57 | 57 |
| 42 Gravenhurst | 165 | 511 | 74 | ..... | ..... |
| 43 Haileybury | 137 | 329 | 161 | 11 | ..... |
| 44 Hanover | 430 | 473 | 473 | 27 | 170 |
| 45 Harriston | 199 | 240 | 145 | ..... | ..... |
| 46 Hawkesbury | 47 | 180 | 180 | ..... | ..... |
| 47 Hespeler | 226 | 320 | 490 | 34 | 34 |
| 48 Huntsville | 258 | 306 | ..... | 56 | 56 |
| 49 Ingersoll | 690 | 752 | 752 | ..... | ..... |
| 50 Kearney | 20 | 70 | 39 | 6 | 6 |
| 51 Keewatin | 224 | 224 | 252 | 21 | 21 |
| 52 Kenora | 703 | 933 | ..... | ..... | ..... |
| 53 Kincardine | 386 | 386 | 124 | ..... | ..... |
| 54 Kingsville | 262 | 372 | 372 | 20 | 20 |
| 55 Latchford | 53 | 53 | ..... | ..... | ..... |
| 56 Leamington | 386 | 48 | 157 | ..... | ..... |
| 57 Lindsay | 433 | 862 | 532 | ..... | ..... |
| 58 Listowel | 117 | 398 | 398 | ..... | ..... |
| 59 Little Current | 137 | 333 | 137 | ..... | ..... |
| 60 Massey | 151 | 151 | ..... | 16 | 16 |
| 61 Mattawa | 34 | 34 | 38 | 7 | 7 |
| 62 Meaford | 454 | 454 | 454 | ..... | ..... |
| 63 Midland | 1,165 | 1,165 | 1,165 | ..... | ..... |
| 64 Milton | 372 | 438 | 372 | 66 | 66 |
| 65 Mitchell | 168 | 274 | ..... | ..... | ..... |
| 66 Mount Forest | 306 | 306 | 306 | ..... | ..... |
| 67 Napanee | 347 | 488 | 488 | ..... | ..... |
| 68 New Liskeard | 515 | 515 | 515 | 30 | 30 |
| 69 Newmarket | 477 | 477 | 477 | ..... | ..... |
| 70 Niagara | 98 | 151 | 80 | ..... | ..... |
| 71 North Bay | 665 | 665 | 665 | 71 | ..... |
| 72 North Toronto | 610 | 555 | 555 | 7 | 7 |
| 73 Oakville | 318 | 318 | 318 | ..... | ..... |
| 74 Orangeville | 149 | 382 | ..... | ..... | ..... |
| 75 Orillia | 863 | 961 | 493 | 52 | 52 |
| 76 Oshawa | 128 | 614 | ..... | ..... | ..... |
| 77 Owen Sound | 900 | 1,986 | 1,986 | ..... | ..... |
| 78 Palmerston | 114 | 324 | 324 | 35 | 71 |
| 79 Paris | 341 | 531 | 292 | ..... | ..... |
| 80 Parkhill | 88 | 205 | 205 | ..... | ..... |
| 81 Parry Sound | 187 | 856 | 363 | 71 | 69 |
| 82 Pembroke | 680 | 680 | ..... | ..... | ..... |
| 83*Penetanguishene | 695 | 695 | 695 | ..... | ..... |
| 84 Perth | 403 | 403 | 403 | ..... | ..... |
| 85 Petrolea | 302 | 664 | ..... | ..... | ..... |
| 86 Picton | 513 | 513 | 475 | ..... | ..... |
| 87 Port Hope | 720 | 720 | 720 | ..... | ..... |

* Including Protestant Separate School.

SCHOOLS—Continued

various Branches of Instruction.—Continued

| | Algebra. | Geometry. | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. |
|---|---|---|---|---|---|---|---|---|---|---|
| 34 | 2 | | | | | | | | | |
| 35 | | | | | | | | | | |
| 36 | | | | | | | | | | |
| 37 | 28 | 28 | 21 | 21 | | 28 | | | | |
| 38 | | | | | | | | | 174 | 181 |
| 39 | | | | | | | | | | |
| 40 | | | | | | | | | | |
| 41 | 74 | 74 | 25 | 14 | | 57 | 57 | | | |
| 42 | | | | | | | | | | |
| 43 | 11 | 11 | 11 | | | 11 | | | | |
| 44 | 39 | 42 | 38 | | 35 | 19 | 2 | | | |
| 45 | | | | | | | | | | |
| 46 | | | | | | | | | | |
| 47 | 34 | 34 | | | | 34 | | | | |
| 48 | 70 | 70 | 49 | 41 | | 56 | 56 | | | |
| 49 | | | | | | | | | 63 | 86 |
| 50 | 6 | 2 | | | | 6 | | | | |
| 51 | 28 | 28 | 28 | 28 | | 28 | | | | |
| 52 | | | | | | | | | | |
| 53 | | | | | | | | | | |
| 54 | 20 | 20 | | | | 20 | 20 | | | |
| 55 | | | | | | | | | | |
| 56 | | | | | | | | | | |
| 57 | | | | | | | | | | |
| 58 | | | | | | | | | 338 | |
| 59 | | | | | | | | | | |
| 60 | 16 | 16 | | | | 16 | | | | |
| 61 | 7 | 7 | | | | 7 | | | | |
| 62 | | | | | | | | | | |
| 63 | | | | | | | | | | |
| 64 | 66 | 66 | 28 | 13 | | 66 | | | | |
| 65 | | | | | | | | | | |
| 66 | | | | | | | | | | |
| 67 | | | | | | | | | | |
| 68 | 30 | 30 | 30 | 30 | | 30 | | | | |
| 69 | | | | | | | | | | |
| 70 | | | | | | | | | | |
| 71 | | | | | | 7 | | 665 | 34 | 37 |
| 72 | 7 | 7 | 2 | 7 | | 7 | 7 | | | |
| 73 | | | | | | | | | | |
| 74 | | | | | | | | | | |
| 75 | | | | | | | 52 | | | |
| 76 | | | | | | | | | | |
| 77 | | | | | | | | | 248 | 236 |
| 78 | 71 | 71 | 64 | 60 | | 35 | | | | |
| 79 | | | | | | | | | | |
| 80 | | | | | | | | | | |
| 81 | 85 | 85 | 67 | 67 | 7 | 85 | 69 | | | |
| 82 | | | | | | | | | | |
| 83 | | | | 40 | | | | | | |
| 84 | | | | | | | | | | |
| 85 | | | | | | | | | | |
| 86 | | | | | | | | | | |
| 87 | | | | | | | | | | |

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

| Towns—Continued. | Reading. | | | | | |
|---|---|---|---|---|---|---|
| | Primer. | 1st Book. | 2nd Book. | 3rd Book. | 4th Book. | Beyond 4th Book. |
| 88 Powassan | 72 | 30 | 25 | 41 | 26 | 30 |
| 89 Prescott | 85 | 109 | 47 | 56 | 111 | ..... |
| 90 Preston | 99 | 74 | 117 | 107 | 91 | ..... |
| 91 Rainy River | 77 | 36 | 34 | 49 | 27 | 14 |
| 92 Renfrew | 142 | 48 | 55 | 69 | 128 | ..... |
| 93 Ridgetown | 107 | 20 | 70 | 81 | 61 | ..... |
| 94 Rockland | 16 | 20 | 12 | 12 | 17 | ..... |
| 95 St. Mary's | 121 | 70 | 67 | 131 | 140 | ..... |
| 96 Sandwich | 58 | 26 | 24 | 32 | 35 | 1 |
| 97 Sarnia | 424 | 244 | 263 | 287 | 334 | ..... |
| 98 Sault Ste. Marie | 388 | 151 | 181 | 261 | 268 | ..... |
| 99 Seaforth | 54 | 38 | 37 | 85 | 68 | ..... |
| 100 Simcoe | 127 | 102 | 124 | 119 | 131 | ..... |
| 101 Smith's Falls | 347 | 170 | 208 | 211 | 209 | ..... |
| 102 Southampton | 118 | 43 | 78 | 79 | 59 | 35 |
| 103 Stayner | 38 | 18 | 76 | 73 | 62 | 62 |
| 104 Steelton | 188 | 36 | 72 | 112 | 95 | ..... |
| 105 Strathroy | 86 | 57 | 118 | 105 | 123 | ..... |
| 106 Sturgeon Falls | 89 | 36 | 64 | 33 | 36 | 10 |
| 107 Sudbury | 112 | 32 | 64 | 65 | 93 | ..... |
| 108 Thessalon | 202 | 131 | 97 | 81 | 79 | 85 |
| 109 Thornbury | 30 | 19 | 22 | 45 | 22 | 42 |
| 110 Thorold | 109 | 43 | 116 | 89 | 54 | ..... |
| 111 Tillsonburg | 96 | 58 | 103 | 103 | 123 | ..... |
| 112 Trenton | 149 | 68 | 98 | 117 | 107 | ..... |
| 113 Uxbridge | 75 | 38 | 91 | 110 | 60 | ..... |
| 114 Vankleek Hill | 32 | 13 | 29 | 35 | 61 | ..... |
| 115 Walkerton | 90 | 23 | 73 | 68 | 96 | ..... |
| 116 Walkerville | 122 | 32 | 82 | 74 | 96 | ..... |
| 117 Wallaceburg | 269 | 67 | 93 | 116 | 67 | 83 |
| 118 Waterloo | 112 | 56 | 116 | 134 | 108 | ..... |
| 119 Webbwood | 52 | 20 | 31 | 28 | 37 | 7 |
| 120 Welland | 205 | 95 | 98 | 106 | 117 | ..... |
| 121 Whitby | 79 | 48 | 71 | 63 | 113 | ..... |
| 122 Wiarton | 180 | 127 | 130 | 84 | 79 | ..... |
| 123 Wingham | 65 | 54 | 98 | 112 | 107 | ..... |
| Totals | 17,313 | 8,884 | 11,960 | 12,088 | 11,928 | 1,711 |
| Totals. | | | | | | |
| 1 Rural Schools | 55,603 | 28,754 | 40,780 | 44,588 | 45,615 | 8,142 |
| 2 Cities | 20,508 | 12,024 | 15,929 | 19,062 | 16,964 | 2,129 |
| 3 Towns | 17,313 | 8,884 | 11,960 | 12,088 | 11,928 | 1,711 |
| 4 Villages | 6,430 | 3,326 | 4,864 | 4,738 | 5,059 | 2,869 |
| 5 Grand Totals, 1909 | 99,854 | 52,988 | 73,533 | 80,476 | 79,566 | 14,851 |
| 6 Grand Totals, 1908 | 98,877 | 51,505 | 73,932 | 81,456 | 78,689 | 15,211 |
| 7 Increases | 977 | 1,483 | ..... | ..... | 877 | ..... |
| 8 Decreases | ..... | ..... | 399 | 980 | ..... | 360 |
| 9 Percentages | 24.88 | 13.20 | 18.32 | 20.05 | 19.83 | 3.70 |

SCHOOLS—Continued

various Branches of Instruction.—Continued.

| | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
|---|---|---|---|---|---|---|---|---|
| 88 | 224 | 122 | 224 | 224 | 122 | 97 | 30 | 25 |
| 89 | 408 | 408 | 408 | 408 | 408 | 111 | 408 | 408 |
| 90 | 488 | 488 | 488 | 488 | 389 | 272 | 63 | 91 |
| 91 | 237 | 124 | 196 | 237 | 124 | 124 | 90 | 124 |
| 92 | 442 | 409 | 340 | 442 | 442 | 128 | 263 | 278 |
| 93 | 339 | 226 | 339 | 339 | 339 | 185 | 101 | 226 |
| 94 | 77 | 61 | 77 | 77 | 77 | 29 | 29 | 61 |
| 95 | 529 | 338 | 338 | 408 | 529 | 271 | 140 | 140 |
| 96 | 176 | 92 | ..... | 118 | 118 | 92 | 54 | 92 |
| 97 | 1,552 | 1,552 | 1,552 | 1,552 | 1,552 | 621 | 621 | 621 |
| 98 | 1,007 | 1,017 | 1,249 | 1,080 | 928 | 711 | 273 | 577 |
| 99 | 153 | 153 | 153 | 153 | 153 | 153 | 40 | 125 |
| 100 | 603 | 603 | 603 | 603 | 603 | 250 | 479 | 603 |
| 101 | 1,145 | 628 | 1,145 | 798 | 798 | 420 | 209 | 420 |
| 102 | 266 | 192 | ..... | 250 | 250 | 250 | 88 | 141 |
| 103 | 214 | 214 | 170 | 230 | 230 | 195 | 195 | 230 |
| 104 | 503 | 332 | 107 | 503 | 503 | 294 | 122 | 225 |
| 105 | 489 | 489 | 489 | 489 | 489 | 228 | 228 | 403 |
| 106 | 268 | 268 | 268 | 268 | 268 | 143 | 268 | 268 |
| 107 | 366 | 366 | 366 | 366 | 366 | 158 | 158 | 158 |
| 108 | 401 | 468 | 568 | 575 | 575 | 496 | 300 | 399 |
| 109 | 180 | 175 | 49 | 180 | 177 | 74 | 131 | 131 |
| 110 | 411 | 302 | ..... | 276 | 411 | 302 | 54 | 206 |
| 111 | 483 | 483 | 483 | 387 | 387 | 226 | 277 | 277 |
| 112 | 539 | 539 | 539 | 539 | 539 | 224 | 107 | 322 |
| 113 | 374 | 261 | 374 | 374 | 374 | 170 | 60 | 170 |
| 114 | 170 | 170 | 170 | 170 | 170 | 96 | 138 | 170 |
| 115 | 298 | 262 | 350 | 298 | 262 | 215 | 136 | 106 |
| 116 | 406 | 252 | 406 | 406 | 406 | 170 | 96 | 170 |
| 117 | 695 | 329 | 695 | 426 | 426 | 266 | 266 | 266 |
| 118 | 526 | 526 | 526 | 414 | 526 | 242 | 108 | 158 |
| 119 | 123 | 123 | 72 | 103 | 103 | 72 | 44 | 72 |
| 120 | 621 | 321 | 258 | 306 | 384 | 223 | 117 | 223 |
| 121 | 374 | 374 | 48 | 282 | 227 | 231 | 158 | 163 |
| 122 | 600 | 293 | 600 | 420 | 293 | 293 | 163 | 293 |
| 123 | 436 | 371 | 436 | 436 | 436 | 219 | 160 | 160 |
| | 60,392 | 51,489 | 50,026 | 55,953 | 58,241 | 28,683 | 22,791 | 32,172 |
| 1 | 193,392 | 161,006 | 98,415 | 172,176 | 168,904 | 107,973 | 78,182 | 101,942 |
| 2 | 84,570 | 75,725 | 80,496 | 75,501 | 78,953 | 52,268 | 29,216 | 38,605 |
| 3 | 60,392 | 51,489 | 50,026 | 55,953 | 58,241 | 28,683 | 22,791 | 32,172 |
| 4 | 25,509 | 21,931 | 18,269 | 24,518 | 24,026 | 14,209 | 12,859 | 15,177 |
| 5 | 363,863 | 310,151 | 247,206 | 328,148 | 330,124 | 203,133 | 143,048 | 187,896 |
| 6 | 356,741 | 298,502 | 241,170 | 314,135 | 321,363 | 197,779 | 131,469 | 181,398 |
| 7 | 7,122 | 11,649 | 6,036 | 14,013 | 8,761 | 5,354 | 11,579 | 6,498 |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | 90.68 | 77.29 | 61.60 | 81.77 | 82.27 | 50.62 | 35.64 | 46.82 |

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

| Towns—Continued. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. |
|---|---|---|---|---|---|
| 88 Powassan | 39 | 39 | 39 | ..... | ..... |
| 89 Prescott | 408 | 408 | 408 | ..... | ..... |
| 90 Preston | 488 | 488 | 488 | ..... | ..... |
| 91 Rainy River | 124 | 110 | 237 | 14 | 14 |
| 92 Renfrew | 442 | 442 | 442 | ..... | ..... |
| 93 Ridgetown | 277 | 339 | 339 | ..... | ..... |
| 94 Rockland | 77 | 77 | 77 | ..... | ..... |
| 95 St. Mary's | 140 | 271 | 140 | ..... | ..... |
| 96 Sandwich | 92 | 176 | 176 | ..... | ..... |
| 97 Sarnia | 1,552 | 1,552 | 1,552 | ..... | ..... |
| 98 Sault Ste. Marie | 721 | 1,159 | 890 | ..... | ..... |
| 99 Seaforth | 109 | 109 | ..... | ..... | ..... |
| 100 Simcoe | 603 | 603 | 603 | ..... | ..... |
| 101 Smith's Falls | 420 | 1,145 | 1,145 | ..... | ..... |
| 102 Southampton | 216 | 250 | 377 | 31 | 34 |
| 103 Stayner | 170 | 170 | 230 | 26 | 60 |
| 104 Steelton | 437 | 503 | 295 | ..... | ..... |
| 105 Strathroy | 489 | 489 | 489 | ..... | ..... |
| 106 Sturgeon Falls | 268 | 268 | 268 | ..... | 10 |
| 107 Sudbury | 366 | 366 | 366 | ..... | ..... |
| 108 Thessalon | 558 | 641 | 448 | 27 | 84 |
| 109 Thornbury | 138 | 180 | 138 | 32 | 32 |
| 110 Thorold | 180 | 338 | ..... | ..... | ..... |
| 111 Tillsonburg | 483 | 483 | 483 | ..... | ..... |
| 112 Trenton | 539 | 539 | 539 | ..... | ..... |
| 113 Uxbridge | 374 | 374 | 374 | ..... | ..... |
| 114 Vankleek Hill | 170 | 170 | 170 | ..... | ..... |
| 115 Walkerton | 106 | 204 | 180 | ..... | ..... |
| 116 Walkerville | 326 | 406 | 406 | ..... | ..... |
| 117 Wallaceburg | 67 | 523 | ..... | 53 | 53 |
| 118 Waterloo | 158 | 526 | 526 | ..... | ..... |
| 119 Webbwood | 37 | 123 | ..... | 7 | 7 |
| 120 Welland | 170 | 383 | ..... | ..... | ..... |
| 121 Whitby | 185 | 271 | ..... | ..... | ..... |
| 122 Wiarton | 293 | 600 | ..... | ..... | ..... |
| 123 Wingham | 219 | 371 | ..... | ..... | ..... |
| Totals | 43,205 | 57,230 | 41,568 | 1,157 | 2,313 |
| Totals. | | | | | |
| 1 Rural Schools | 120,066 | 175,060 | 104,982 | 7,231 | 12,016 |
| 2 Cities | 70,828 | 80,834 | 76,609 | 2,913 | 19,643 |
| 3 Towns | 43,205 | 57,230 | 41,568 | 1,157 | 2,313 |
| 4 Villages | 15,919 | 22,922 | 10,983 | 2,078 | 3,624 |
| 5 Grand Totals, 1909 | 250,018 | 336,046 | 234,142 | 13,379 | 37,596 |
| 6 Grand Totals, 1908 | 227,168 | 310,179 | 227,130 | 15,203 | 42,600 |
| 7 Increases | 22,850 | 25,867 | 7,012 | ..... | ..... |
| 8 Decreases | ..... | ..... | ..... | 1,824 | 5,004 |
| Percentages | 62.30 | 83.74 | 58.35 | 3.33 | 9.36 |

SCHOOLS—Continued

various Branches of Instruction.—Concluded.

| | Algebra. | Geometry. | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. |
|---|---|---|---|---|---|---|---|---|---|---|
| 88 | 38 | 38 | ..... | ..... | ..... | 30 | 30 | ..... | ..... | ..... |
| 89 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 90 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 91 | 14 | 14 | 10 | 10 | ..... | 14 | 14 | ..... | ..... | ..... |
| 92 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 93 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 94 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 95 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 96 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 97 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 98 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 122 | ..... |
| 99 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 101 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 102 | 34 | 34 | 28 | 26 | ..... | 34 | 34 | ..... | ..... | ..... |
| 103 | 60 | 60 | 44 | 43 | ..... | 44 | 44 | ..... | ..... | ..... |
| 104 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 105 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 106 | 10 | ..... | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| 107 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 108 | 34 | 34 | 22 | 22 | ..... | ..... | 27 | ..... | ..... | ..... |
| 109 | 42 | 42 | 30 | 2 | ..... | 37 | ..... | ..... | ..... | ..... |
| 110 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 54 | ..... |
| 111 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 112 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 113 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 114 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 115 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 116 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 117 | 83 | 53 | 72 | 15 | ..... | 83 | 53 | ..... | ..... | ..... |
| 118 | ..... | ..... | ..... | ..... | 526 | ..... | ..... | ..... | ..... | ..... |
| 119 | 7 | 7 | ..... | ..... | ..... | 7 | 7 | ..... | ..... | ..... |
| 120 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 121 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 122 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 123 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | 1,599 | 1,555 | 1,186 | 804 | 1,836 | 1,349 | 556 | 674 | 1,582 | 757 |
| 1 | 6,948 | 6,047 | 2,778 | 6,050 | 203 | 5,022 | 2,463 | 7,437 | 3,017 | 452 |
| 2 | 592 | 592 | ..... | ..... | ..... | 2,116 | 2,337 | ..... | 38,964 | 14,915 |
| 3 | 1,599 | 1,555 | 1,186 | 804 | 1,836 | 1,349 | 556 | 674 | 1,582 | 757 |
| 4 | 2,837 | 2,761 | 2,186 | 1,670 | 73 | 2,514 | 957 | 820 | 68 | ..... |
| 5 | 11,976 | 10,955 | 6,150 | 8,524 | 2,112 | 11,001 | 6,313 | 8,931 | 43,631 | 16,124 |
| 6 | 12,833 | 12,143 | 6,214 | 7,967 | 1,876 | 9,269 | 7,872 | 9,415 | 38,994 | 14,507 |
| 7 | ..... | ..... | ..... | 557 | 236 | 1,732 | ..... | ..... | 4,637 | 1,617 |
| 8 | 857 | 1,188 | 64 | ..... | ..... | ..... | 1,559 | 484 | ..... | ..... |
| 9 | 2.98 | 2.73 | 1.53 | 2.12 | .52 | 2.74 | 1.57 | 2.22 | 10.87 | 4.01 |

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III.—Table C.—Teachers, Salaries,

| | Rural Schools. | Teachers. | | | Salaries. | | | |
|---|---|---|---|---|---|---|---|---|
| | | Number of Teachers. | Male. | Female. | Highest salary, male. | Highest salary, female. | Average salary of male teachers. | Average salary of female teachers. |
| | | | | | $ | $ | $ | $ |
| 1 | Brant | 71 | 15 | 56 | 700 | 700 | 520 | 445 |
| 2 | Bruce | 175 | 36 | 139 | 650 | 850 | 487 | 410 |
| 3 | Carleton | 138 | 25 | 113 | 800 | 700 | 480 | 410 |
| 4 | Dufferin | 94 | 14 | 80 | 600 | 500 | 446 | 418 |
| 5 | Elgin | 115 | 21 | 94 | 850 | 550 | 497 | 434 |
| 6 | Essex | 122 | 28 | 94 | 675 | 725 | 538 | 436 |
| 7 | Frontenac | 147 | 15 | 132 | 600 | 500 | 381 | 313 |
| 8 | Grey | 231 | 53 | 178 | 1,000 | 625 | 479 | 421 |
| 9 | Haldimand | 79 | 13 | 66 | 800 | 700 | 496 | 425 |
| 10 | Haliburton | 59 | 6 | 53 | 600 | 400 | 425 | 302 |
| 11 | Halton | 58 | 10 | 48 | 600 | 600 | 520 | 430 |
| 12 | Hastings | 184 | 36 | 148 | 750 | 575 | 458 | 399 |
| 13 | Huron | 197 | 54 | 143 | 700 | 525 | 492 | 411 |
| 14 | Kent | 140 | 22 | 118 | 1,000 | 600 | 548 | 459 |
| 15 | Lambton | 173 | 29 | 144 | 700 | 525 | 466 | 424 |
| 16 | Lanark | 128 | 13 | 115 | 450 | 850 | 373 | 344 |
| 17 | Leeds and Grenville | 237 | 28 | 209 | 1,000 | 750 | 409 | 357 |
| 18 | Lennox and Addington | 121 | 15 | 106 | 550 | 700 | 375 | 336 |
| 19 | Lincoln | 69 | 13 | 56 | 650 | 550 | 542 | 413 |
| 20 | Middlesex | 198 | 45 | 153 | 600 | 525 | 487 | 437 |
| 21 | Norfolk | 104 | 25 | 79 | 750 | 500 | 469 | 408 |
| 22 | Northumberland and Durham | 217 | 54 | 163 | 600 | 700 | 473 | 400 |
| 23 | Ontario | 126 | 32 | 94 | 800 | 525 | 486 | 421 |
| 24 | Oxford | 127 | 42 | 85 | 800 | 800 | 513 | 444 |
| 25 | Peel | 81 | 18 | 63 | 600 | 525 | 485 | 420 |
| 26 | Perth | 121 | 36 | 85 | 650 | 600 | 508 | 429 |
| 27 | Peterborough | 107 | 17 | 90 | 875 | 600 | 447 | 386 |
| 28 | Prescott and Russell | 104 | 10 | 94 | 700 | 500 | 450 | 357 |
| 29 | Prince Edward | 75 | 8 | 67 | 700 | 600 | 475 | 389 |
| 30 | Renfrew | 159 | 15 | 144 | 650 | 525 | 396 | 337 |
| 31 | Simcoe | 234 | 70 | 164 | 1,000 | 550 | 499 | 411 |
| 32 | Stormont, Dundas & Glengarry | 247 | 34 | 213 | 1,100 | 700 | 472 | 393 |
| 33 | Victoria | 112 | 21 | 91 | 600 | 600 | 468 | 398 |
| 34 | Waterloo | 101 | 25 | 76 | 700 | 550 | 536 | 429 |
| 35 | Welland | 90 | 12 | 78 | 1,000 | 600 | 525 | 422 |
| 36 | Wellington | 153 | 28 | 125 | 900 | 600 | 514 | 436 |
| 37 | Wentworth | 97 | 19 | 78 | 800 | 600 | 558 | 438 |
| 38 | York | 217 | 52 | 165 | 1,300 | 675 | 570 | 440 |
| 39 | Algoma and Manitoulin | 149 | 20 | 129 | 1,000 | 675 | 511 | 389 |
| 40 | Muskoka | 106 | 7 | 99 | 500 | 500 | 345 | 307 |
| 41 | Nipissing | 106 | 16 | 90 | 800 | 1,000 | 408 | 358 |
| 42 | Parry Sound | 125 | 15 | 110 | 650 | 550 | 415 | 340 |
| 43 | Rainy River and Thunder Bay | 72 | 35 | 37 | 800 | 700 | 458 | 460 |
| 1 | Totals, Rural Schools | 5,766 | 1,102 | 4,664 | 1,300 | 1,000 | 484 | 399 |
| 2 | " Cities | 1,685 | 246 | 1,439 | 2,000 | 1,800 | 1,264 | 633 |
| 3 | " Towns | 1,191 | 176 | 1,015 | 1,500 | 800 | 872 | 437 |
| 4 | " Villages | 543 | 136 | 407 | 1,200 | 800 | 724 | 409 |
| 5 | Grand Totals, 1909 | 9,185 | 1,660 | 7,525 | 2,000 | 1,800 | 660 | 449 |
| 6 | Grand Totals, 1908 | 9,020 | 1,767 | 7,253 | 2,000 | 1,800 | 624 | 432 |
| 7 | Increases | 165 | ..... | 272 | ..... | ..... | 36 | 17 |
| 8 | Decreases | ..... | 107 | ..... | ..... | ..... | ..... | ..... |
| 9 | Percentages | ..... | 18.07 | 81.92 | ..... | ..... | ..... | ..... |

SCHOOLS—Continued

Certificates, Experience, etc.

| | Number of university graduates. | Number of teachers who have attended Normal School or Normal College. | Certificates. | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Provincial First Class or Interim from Normal College. | Provincial Second Class or Interim from one of the Normal Schools. | Old County Board Certificates. | Third Class and renewals of Third Class. | District. | Temporary. |
| 1 | | 51 | 10 | 40 | ..... | 18 | 2 | 1 |
| 2 | | 70 | 5 | 58 | ..... | 88 | 11 | 13 |
| 3 | 2 | 66 | 16 | 44 | 1 | 48 | 3 | 26 |
| 4 | | 27 | 1 | 25 | ..... | 52 | ..... | 16 |
| 5 | | 75 | 8 | 64 | ..... | 43 | ..... | ..... |
| 6 | | 44 | 7 | 34 | ..... | 63 | 8 | 10 |
| 7 | 2 | 14 | ..... | 14 | ..... | 71 | 8 | 54 |
| 8 | | 92 | 7 | 81 | ..... | 120 | 2 | 21 |
| 9 | | 35 | 5 | 26 | ..... | 48 | ..... | ..... |
| 10 | 3 | 2 | ..... | 4 | ..... | 10 | 12 | 33 |
| 11 | | 35 | 1 | 32 | ..... | 25 | ..... | ..... |
| 12 | | 64 | 3 | 58 | 1 | 62 | 20 | 40 |
| 13 | | 104 | 5 | 97 | ..... | 91 | 1 | 3 |
| 14 | | 81 | 10 | 71 | ..... | 57 | ..... | 2 |
| 15 | | 95 | 7 | 77 | ..... | 85 | ..... | 4 |
| 16 | 1 | 27 | ..... | 24 | 1 | 79 | 1 | 23 |
| 17 | | 53 | 4 | 49 | ..... | 147 | 4 | 33 |
| 18 | | 14 | 3 | 11 | ..... | 76 | 4 | 27 |
| 19 | | 31 | 2 | 29 | ..... | 33 | 2 | 3 |
| 20 | | 132 | 4 | 125 | ..... | 68 | ..... | 1 |
| 21 | | 49 | 4 | 38 | 1 | 48 | 6 | 7 |
| 22 | | 89 | 3 | 85 | ..... | 107 | 1 | 21 |
| 23 | | 60 | 6 | 54 | ..... | 56 | 2 | 8 |
| 24 | 1 | 78 | 8 | 70 | ..... | 46 | ..... | 3 |
| 25 | | 40 | ..... | 38 | ..... | 32 | 9 | 2 |
| 26 | | 79 | 4 | 75 | ..... | 40 | ..... | 2 |
| 27 | 3 | 37 | 2 | 34 | ..... | 36 | 10 | 25 |
| 28 | | 19 | ..... | 19 | ..... | 34 | 42 | 9 |
| 29 | | 15 | ..... | 15 | ..... | 48 | ..... | 12 |
| 30 | | 11 | ..... | 11 | ..... | 81 | 50 | 17 |
| 31 | | 74 | 9 | 58 | 1 | 146 | 5 | 15 |
| 32 | | 76 | 7 | 68 | 1 | 132 | 20 | 19 |
| 33 | | 39 | 2 | 37 | ..... | 55 | 4 | 14 |
| 34 | | 54 | 7 | 45 | 1 | 42 | ..... | 6 |
| 35 | | 52 | 9 | 39 | 2 | 38 | ..... | 2 |
| 36 | | 79 | 14 | 65 | ..... | 66 | 2 | 6 |
| 37 | | 73 | 7 | 65 | ..... | 24 | ..... | 1 |
| 38 | 2 | 154 | 17 | 134 | 3 | 57 | ..... | 6 |
| 39 | 1 | 14 | 3 | 11 | ..... | 42 | 46 | 47 |
| 40 | | 1 | ..... | 1 | ..... | 32 | 49 | 24 |
| 41 | 1 | 7 | ..... | 9 | 1 | 15 | 14 | 67 |
| 42 | | 7 | 1 | 6 | ..... | 28 | 44 | 46 |
| 43 | | 13 | ..... | 13 | ..... | 24 | 7 | 28 |
| 1 | 16 | 2,232 | 201 | 1,953 | 13 | 2,513 | 389 | 697 |
| 2 | 48 | 1,640 | 348 | 1,286 | 7 | 28 | ..... | ..... |
| 3 | 24 | 1,031 | 147 | 881 | 11 | 121 | 19 | 12 |
| 4 | 12 | 415 | 90 | 335 | 4 | 93 | 11 | 10 |
| 5 | 100 | 5,318 | 786 | 4,455 | 35 | 2,755 | 419 | 719 |
| 6 | 86 | 4,555 | 760 | 3,802 | 50 | 3,390 | 540 | 478 |
| 7 | 14 | 763 | 26 | 653 | ..... | ..... | ..... | 241 |
| 8 | | ..... | ..... | ..... | 15 | 635 | 121 | ..... |
| 9 | 1.08 | 57.89 | 8.55 | 48.50 | .38 | 29.99 | 4.56 | 7.83 |

THE PUBLIC

III.—Table C.—Teachers, Salaries,

| Rural Schools.—Continued. | Certificates.-Con. | | Experience. | | |
|---|---|---|---|---|---|
| | Manual Training. | Household Science. | Average experience in years of male teachers. | Average experience in years of female teachers. | Average experience in years of all teachers. |
| 1 Brant | ..... | ..... | 9.10 | 4.93 | 5.81 |
| 2 Bruce | ..... | ..... | 4.58 | 3.66 | 3.85 |
| 3 Carleton | ..... | ..... | 6.94 | 3.74 | 4.32 |
| 4 Dufferin | ..... | ..... | 3.17 | 3.29 | 3.27 |
| 5 Elgin | ..... | ..... | 8.90 | 4.14 | 5.01 |
| 6 Essex | ..... | ..... | 8.93 | 3.82 | 5.00 |
| 7 Frontenac | ..... | ..... | 5.36 | 3.38 | 3.58 |
| 8 Grey | ..... | ..... | 7.10 | 3.40 | 4.25 |
| 9 Haldimand | ..... | ..... | 5.61 | 4.13 | 4.38 |
| 10 Haliburton | ..... | ..... | 5.50 | 3.19 | 3.42 |
| 11 Halton | ..... | ..... | 12.15 | 4.93 | 6.18 |
| 12 Hastings | ..... | ..... | 11.51 | 4.02 | 5.48 |
| 13 Huron | ..... | ..... | 11.02 | 4.13 | 6.52 |
| 14 Kent | ..... | ..... | 8.25 | 4.01 | 4.67 |
| 15 Lambton | ..... | ..... | 2.46 | 3.88 | 3.64 |
| 16 Lanark | ..... | ..... | 3.73 | 4.86 | 4.74 |
| 17 Leeds and Grenville | ..... | ..... | 7.14 | 4.13 | 4.49 |
| 18 Lennox and Addington | ..... | ..... | 4.98 | 3.64 | 3.81 |
| 19 Lincoln | ..... | ..... | 11.38 | 4.28 | 5.62 |
| 20 Middlesex | ..... | ..... | 10.12 | 4.36 | 5.67 |
| 21 Norfolk | ..... | ..... | 8.43 | 4.79 | 5.66 |
| 22 Northumberland & Durham | ..... | ..... | 7.19 | 4.24 | 4.97 |
| 23 Ontario | ..... | ..... | 8.93 | 5.05 | 6.04 |
| 24 Oxford | ..... | ..... | 12.16 | 4.22 | 6.84 |
| 25 Peel | ..... | ..... | 7.36 | 4.87 | 5.42 |
| 26 Perth | ..... | ..... | 8.08 | 4.56 | 5.61 |
| 27 Peterborough | ..... | ..... | 4.39 | 3.55 | 3.69 |
| 28 Prescott and Russell | ..... | ..... | 5.70 | 5.24 | 5.28 |
| 29 Prince Edward | ..... | ..... | 9.87 | 4.70 | 5.25 |
| 30 Renfrew | ..... | ..... | 3.86 | 3.71 | 3.77 |
| 31 Simcoe | ..... | ..... | 7.25 | 3.97 | 4.95 |
| 32 Stormont, Dundas & Glengarry | ..... | ..... | 8.29 | 4.49 | 5.02 |
| 33 Victoria | ..... | ..... | 11.52 | 4.47 | 5.79 |
| 34 Waterloo | ..... | ..... | 12.02 | 3.75 | 5.80 |
| 35 Welland | ..... | ..... | 10.06 | 4.74 | 5.45 |
| 36 Wellington | ..... | ..... | 7.91 | 4.56 | 5.17 |
| 37 Wentworth | ..... | ..... | 15.73 | 5 48 | 7.49 |
| 38 York | ..... | ..... | 12.40 | 5.67 | 7.28 |
| 39 Algoma and Manitoulin | ..... | ..... | 5.63 | 3.87 | 4.11 |
| 40 Muskoka | ..... | ..... | 5.21 | 3.98 | 4.06 |
| 41 Nipissing | ..... | ..... | 5.56 | 4.45 | 4.61 |
| 42 Parry Sound | ..... | ..... | 3.91 | 3.97 | 3.96 |
| 43 Rainy River and Thunder Bay | ..... | ..... | 6.89 | 5.02 | 5.93 |
| 1 Totals, Rural Schools | ..... | ..... | 8.23 | 4.24 | 5.00 |
| 2 " Cities | 6 | 10 | 17.57 | 14.12 | 14.62 |
| 3 " Towns | ..... | ..... | 17.31 | 9.78 | 10.89 |
| 4 " Villages | ..... | ..... | 14.47 | 7.98 | 9.60 |
| 5 Grand Totals, 1909 | 6 | 10 | 11.09 | 7.08 | 7.80 |
| 6 Grand Totals, 1908 | ..... | ..... | 10.12 | 6.96 | 7.58 |
| 7 Increases | ..... | ..... | .97 | .12 | .22 |
| 8 Decreases | ..... | ..... | ..... | ..... | ..... |
| 9 Percentages | .06 | .1 | ..... | ..... | ..... |

SCHOOLS—Continued

Certificates, Experience, etc.—Continued.

| | No. of teachers who at end of year have taught less than one year. | Experience. 1 year, but less than 2 years. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. | 10 years. | 11 years. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 10 | 5 | 13 | 7 | 9 | 7 | 3 | 2 | 1 | 1 | ..... | 1 |
| 2 | 39 | 24 | 37 | 23 | 9 | 10 | 6 | 3 | 3 | 2 | 3 | 2 |
| 3 | 29 | 20 | 22 | 21 | 11 | 7 | 1 | 4 | 4 | 4 | 5 | 1 |
| 4 | 24 | 12 | 27 | 4 | 4 | 4 | 9 | 2 | ..... | ..... | 3 | ..... |
| 5 | 23 | 7 | 22 | 14 | 11 | 7 | 9 | 4 | 2 | 1 | 3 | 1 |
| 6 | 16 | 14 | 23 | 20 | 7 | 11 | 7 | 3 | 6 | 1 | 3 | 2 |
| 7 | 7 | 44 | 32 | 20 | 9 | 11 | 3 | 2 | 3 | 1 | 6 | 2 |
| 8 | 43 | 24 | 47 | 46 | 12 | 17 | 9 | 4 | 7 | 2 | 4 | 2 |
| 9 | 8 | 8 | 17 | 18 | 7 | 5 | 2 | 1 | 2 | 3 | 2 | ..... |
| 10 | 19 | 8 | 8 | 6 | 6 | 1 | ..... | ..... | 4 | 2 | ..... | 4 |
| 11 | 9 | 6 | 8 | 6 | 5 | 6 | 2 | ..... | 1 | 1 | 1 | 3 |
| 12 | 38 | 20 | 33 | 24 | 8 | 6 | 9 | 4 | 2 | 2 | 4 | 5 |
| 13 | 31 | 17 | 35 | 35 | 9 | 5 | 9 | 7 | 2 | 4 | 8 | 2 |
| 14 | 30 | 16 | 28 | 16 | 7 | 8 | 6 | 7 | 1 | 3 | 3 | 4 |
| 15 | 37 | 22 | 36 | 26 | 9 | 6 | 6 | 4 | 8 | 4 | 1 | 3 |
| 16 | 12 | 23 | 27 | 19 | 8 | 7 | 6 | 3 | 1 | 4 | 4 | 2 |
| 17 | 31 | 34 | 37 | 35 | 12 | 22 | 14 | 6 | 6 | 1 | 2 | 7 |
| 18 | 17 | 27 | 25 | 14 | 6 | 6 | 5 | 3 | 4 | 4 | 2 | 1 |
| 19 | 6 | 9 | 8 | 11 | 8 | 4 | 8 | 2 | 1 | 1 | 2 | 1 |
| 20 | 30 | 10 | 41 | 36 | 13 | 14 | 8 | 6 | 4 | 2 | 4 | 3 |
| 21 | 18 | 12 | 20 | 12 | 5 | 9 | 1 | 1 | 2 | 5 | 4 | 1 |
| 22 | 35 | 30 | 48 | 38 | 6 | 12 | 4 | 2 | 4 | 4 | 4 | 2 |
| 23 | 14 | 12 | 17 | 23 | 8 | 7 | 6 | 8 | 3 | 1 | 7 | 1 |
| 24 | 20 | 15 | 32 | 10 | 7 | 6 | 4 | ..... | ..... | 2 | 5 | ..... |
| 25 | 11 | 9 | 18 | 12 | 2 | 5 | ..... | 2 | 5 | 2 | 4 | ..... |
| 26 | 20 | 4 | 31 | 17 | 6 | 6 | 3 | 5 | 2 | 4 | 4 | 1 |
| 27 | 17 | 21 | 21 | 17 | 10 | 3 | 3 | ..... | 5 | 1 | 3 | 1 |
| 28 | 12 | 17 | 18 | 10 | 7 | 6 | 7 | 7 | 3 | 1 | ..... | 3 |
| 29 | 7 | 10 | 12 | 12 | 6 | 4 | 4 | 2 | 3 | 3 | 4 | 1 |
| 30 | 10 | 34 | 36 | 25 | 13 | 10 | 8 | 6 | 1 | 1 | 3 | 3 |
| 31 | 32 | 29 | 40 | 37 | 22 | 18 | 8 | 5 | 6 | 5 | 4 | 2 |
| 32 | 21 | 46 | 42 | 43 | 20 | 17 | 6 | 3 | 9 | 7 | 3 | 4 |
| 33 | 18 | 9 | 19 | 20 | 8 | 8 | 4 | 2 | 2 | 3 | 2 | ..... |
| 34 | 24 | 8 | 19 | 14 | 3 | 5 | 2 | ..... | 2 | 5 | 2 | 2 |
| 35 | 16 | 14 | 10 | 10 | 7 | 9 | 4 | ..... | 5 | 1 | 1 | 1 |
| 36 | 21 | 15 | 33 | 30 | 5 | 10 | 4 | 5 | 6 | ..... | 4 | ..... |
| 37 | 8 | 9 | 11 | 15 | 6 | 6 | 5 | 4 | 5 | 2 | 3 | 5 |
| 38 | 29 | 12 | 31 | 26 | 15 | 12 | 10 | 6 | 6 | 6 | 10 | 6 |
| 39 | 22 | 30 | 29 | 21 | 13 | 8 | 5 | 3 | 2 | ..... | 2 | 2 |
| 40 | 14 | 20 | 23 | 12 | 6 | 7 | 6 | 2 | 3 | 2 | 2 | 2 |
| 41 | 17 | 22 | 9 | 12 | 9 | 9 | 11 | 1 | 3 | 3 | 1 | ..... |
| 42 | 19 | 19 | 27 | 18 | 9 | 7 | 6 | 2 | 1 | 6 | 2 | 2 |
| 43 | 17 | 9 | 9 | 4 | 5 | 1 | 4 | 1 | ..... | 5 | 3 | 1 |
| 1 | 881 | 756 | 1,081 | 839 | 368 | 349 | 237 | 134 | 140 | 112 | 137 | 86 |
| 2 | 23 | 19 | 54 | 63 | 63 | 71 | 87 | 99 | 84 | 82 | 71 | 55 |
| 3 | 49 | 50 | 75 | 78 | 67 | 86 | 68 | 55 | 70 | 64 | 49 | 41 |
| 4 | 41 | 24 | 57 | 43 | 28 | 44 | 33 | 31 | 27 | 18 | 20 | 17 |
| 5 | 994 | 849 | 1,267 | 1,023 | 526 | 550 | 425 | 319 | 321 | 276 | 277 | 199 |
| 6 | 596 | 1,368 | 1,237 | 882 | 599 | 521 | 426 | 333 | 311 | 231 | 268 | 222 |
| 7 | 398 | ..... | 30 | 141 | ..... | 29 | ..... | ..... | 10 | 45 | 9 | ..... |
| 8 | ..... | 519 | ..... | ..... | 73 | ..... | 1 | 14 | ..... | ..... | ..... | 23 |
| 9 | 10.82 | 9.24 | 13.79 | 11.13 | 5.72 | 5.98 | 4.62 | 3.47 | 3.49 | 3.0 | 3.01 | 2.16 |

THE PUBLIC

III.—Table C.—Teachers, Salaries,

Experience.—Con.

| | Rural Schools.—Con. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years. | 20 years. | 21 years. | 22 years. | 23 years. | 24 years. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Brant | 1 | 1 | .... | .... | 2 | 1 | .... | 1 | 3 | 1 | .... | .... | 1 |
| 2 | Bruce | .... | 2 | 5 | 2 | 1 | .... | .... | 2 | 1 | .... | .... | 1 | .... |
| 3 | Carleton | .... | 1 | .... | .... | 2 | .... | 2 | .... | 2 | .... | .... | .... | .... |
| 4 | Dufferin | .... | 1 | 1 | .... | 1 | .... | 2 | .... | .... | .... | .... | .... | .... |
| 5 | Elgin | 1 | .... | 2 | 2 | .... | 1 | .... | .... | 1 | 1 | .... | .... | .... |
| 6 | Essex | 1 | 1 | .... | .... | .... | 2 | .... | 1 | .... | .... | .... | .... | .... |
| 7 | Frontenac | 3 | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 8 | Grey | 1 | 1 | 1 | .... | 2 | 1 | .... | .... | .... | .... | 1 | .... | .... |
| 9 | Haldimand | 1 | 2 | .... | .... | .... | .... | 1 | .... | .... | 1 | .... | .... | .... |
| 10 | Haliburton | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... |
| 11 | Halton | 2 | .... | 1 | 1 | .... | 1 | .... | 1 | .... | .... | 1 | .... | 2 |
| 12 | Hastings | 1 | 2 | 2 | 5 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 1 |
| 13 | Huron | 5 | 5 | 2 | 2 | 1 | 1 | 3 | 4 | .... | .... | 1 | .... | 2 |
| 14 | Kent | 1 | .... | 1 | 2 | .... | 2 | .... | .... | .... | .... | 1 | .... | .... |
| 15 | Lambton | 1 | 2 | 1 | .... | 1 | .... | .... | .... | 3 | .... | .... | .... | 1 |
| 16 | Lanark | 1 | .... | 2 | 4 | 2 | .... | .... | .... | 2 | .... | .... | .... | .... |
| 17 | Leeds and Grenville | 3 | 4 | 4 | 2 | 1 | 1 | 1 | 1 | 6 | 2 | 1 | .... | .... |
| 18 | Lennox and Addington | 1 | 1 | .... | 1 | 1 | .... | .... | 1 | 2 | .... | .... | .... | .... |
| 19 | Lincoln | .... | 1 | 2 | .... | .... | 1 | 1 | .... | 1 | .... | .... | .... | .... |
| 20 | Middlesex | 3 | 2 | 1 | 3 | 4 | 3 | .... | .... | 1 | 1 | 2 | 1 | .... |
| 21 | Norfolk | 1 | 2 | 1 | .... | 1 | 2 | .... | 1 | 1 | .... | .... | .... | 1 |
| 22 | Northumberland and Durham | 3 | 4 | 3 | 2 | 1 | 3 | .... | .... | 1 | 2 | 1 | 1 | .... |
| 23 | Ontario | 2 | 1 | 3 | 1 | 2 | 2 | 2 | .... | 1 | 1 | .... | .... | .... |
| 24 | Oxford | 1 | 2 | 3 | 2 | .... | 2 | .... | .... | 3 | .... | 2 | 1 | 1 |
| 25 | Peel | 1 | 3 | 1 | 1 | .... | .... | 2 | .... | .... | .... | .... | .... | .... |
| 26 | Perth | 2 | 3 | 2 | .... | .... | .... | .... | 3 | 2 | 1 | 2 | .... | .... |
| 27 | Peterborough | 2 | 1 | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 1 | .... |
| 28 | Prescott and Russell | 2 | 1 | 2 | 2 | .... | 1 | 1 | 1 | .... | 1 | .... | .... | 1 |
| 29 | Prince Edward | .... | 2 | .... | .... | .... | .... | 1 | 2 | 1 | .... | .... | .... | .... |
| 30 | Renfrew | 3 | 1 | 1 | 1 | 1 | .... | 1 | .... | 1 | .... | .... | .... | .... |
| 31 | Simcoe | 8 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | .... | 2 | .... | 1 |
| 32 | Stormont, Dundas and Glengarry | 3 | 1 | 4 | 2 | 2 | 2 | .... | .... | 1 | .... | .... | 1 | .... |
| 33 | Victoria | 2 | 1 | 1 | 2 | 3 | .... | .... | .... | .... | 1 | .... | 1 | .... |
| 34 | Waterloo | 2 | 1 | .... | .... | .... | 2 | 2 | 1 | 1 | .... | 1 | .... | .... |
| 35 | Welland | 2 | .... | 1 | 2 | 2 | .... | .... | .... | 1 | .... | .... | 1 | .... |
| 36 | Wellington | 1 | 5 | 3 | 1 | 2 | .... | 1 | .... | 2 | 1 | .... | 1 | 1 |
| 37 | Wentworth | 2 | 3 | .... | 1 | 1 | .... | 1 | 1 | 1 | 1 | 2 | 2 | .... |
| 38 | York | 7 | 5 | 1 | 6 | 2 | 2 | 4 | 1 | 3 | 3 | 1 | 1 | 1 |
| 39 | Algoma and Manitoulin | 3 | .... | .... | 2 | 1 | .... | .... | 1 | 1 | .... | .... | 1 | 1 |
| 40 | Muskoka | 2 | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 41 | Nipissing, etc. | 2 | 1 | 2 | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... |
| 42 | Parry Sound | 2 | .... | 1 | 2 | .... | .... | .... | .... | 1 | .... | .... | 1 | .... |
| 43 | Rainy River & Thunder Bay | 1 | 3 | .... | 2 | 1 | .... | 3 | .... | 1 | .... | .... | 1 | .... |
| 1 | Totals Rural Schools | 80 | 68 | 56 | 59 | 40 | 33 | 33 | 26 | 49 | 20 | 20 | 16 | 14 |
| 2 | " Cities | 66 | 51 | 39 | 53 | 52 | 58 | 50 | 41 | 41 | 47 | 50 | 44 | 52 |
| 3 | " Towns | 46 | 42 | 36 | 32 | 22 | 18 | 19 | 19 | 27 | 21 | 12 | 11 | 19 |
| 4 | " Villages | 12 | 17 | 13 | 11 | 13 | 7 | 6 | 11 | 7 | 4 | 8 | 5 | 4 |
| 5 | Grand Totals, 1909 | 204 | 178 | 144 | 155 | 127 | 116 | 108 | 97 | 124 | 92 | 90 | 76 | 89 |
| 6 | Grand Totals, 1908 | 213 | 150 | 125 | 152 | 120 | 101 | 114 | 82 | 126 | 92 | 83 | 82 | 64 |
| 7 | Increases | .... | 28 | 19 | 3 | 7 | 15 | .... | 15 | .... | .... | 7 | .... | 25 |
| 8 | Decreases | 9 | .... | .... | .... | .... | .... | 6 | .... | 2 | .... | .... | 6 | .... |
| 9 | Percentages | 2.22 | 1.93 | 1.56 | 1.68 | 1.38 | 1.26 | 1.17 | 1.05 | 1.35 | 1.0 | .97 | .82 | .96 |

SCHOOLS—Continued

Certificates, Experience, etc.—Concluded.

Experience.—Con.

| | 25 years. | 26 years. | 27 years. | 28 years. | 29 years. | 30 years. | 31 years. | 32 years. | 33 years. | 34 years. | 35 years. | 36 years. | 37 years. | 38 years. | 39 years. | 40 years and over. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 1 |
| 6 | ..... | 2 | ..... | ..... | 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | 2 | 1 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... |
| 9 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | 1 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | 1 | ..... | ..... | ..... | 3 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 14 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 1 |
| 15 | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... |
| 17 | ..... | 1 | ..... | 1 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | ..... | ..... | 1 | 1 | ..... | 2 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... |
| 21 | ..... | 1 | 1 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | 1 | 2 | ..... | ..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 23 | 2 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 24 | 2 | 1 | ..... | ..... | 1 | 1 | 1 | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | 1 |
| 25 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... |
| 29 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 | 3 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | ..... | 3 | 1 | 2 | ..... | ..... | 3 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 | ..... | 2 | 2 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 34 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 35 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... |
| 36 | ..... | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 38 | 3 | 2 | 2 | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 1 | ..... | ..... |
| 39 | 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 40 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... |
| 41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... |
| 1 | 21 | 24 | 14 | 8 | 11 | 12 | 8 | 3 | 5 | 5 | 6 | 4 | .... | 2 | 1 | 8 |
| 2 | 42 | 19 | 26 | 27 | 21 | 24 | 16 | 16 | 10 | 4 | 7 | 11 | 7 | 7 | 10 | 23 |
| 3 | 4 | 9 | 8 | 9 | 10 | 16 | 10 | 7 | 5 | 2 | 8 | 2 | 3 | 6 | 6 | 10 |
| 4 | 7 | 3 | 3 | 3 | 4 | 7 | 3 | 2 | .... | 1 | .... | 1 | 1 | 1 | .... | 6 |
| 5 | 74 | 55 | 51 | 47 | 46 | 59 | 37 | 28 | 20 | 12 | 21 | 18 | 11 | 16 | 17 | 47 |
| 6 | 65 | 62 | 56 | 37 | 41 | 48 | 29 | 23 | 20 | 18 | 15 | 20 | 16 | 14 | 14 | 44 |
| 7 | 9 | ..... | ..... | 10 | 5 | 11 | 8 | 5 | .... | .... | 6 | .... | .... | 2 | 3 | 3 |
| 8 | ..... | 7 | 5 | ..... | ..... | ..... | ..... | ..... | .... | 6 | .... | 2 | 5 | .... | .... | ..... |
| 9 | .8 | .59 | .55 | .51 | .5 | .64 | .4 | .3 | .21 | .13 | .22 | .19 | .11 | .17 | .18 | .51 |

THE PUBLIC

IV.—Table D.—School

| Rural Schools. | School Houses. | | | | | School Visits. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Schools. | Brick. | Stone. | Frame. | Log. | By Inspector. | By Trustees. | By Clergymen. | By other persons. | Total. |
| 1 Brant | 61 | 47 | 2 | 12 | ..... | 146 | 73 | 34 | 333 | 586 |
| 2 Bruce | 169 | 90 | 16 | 61 | 2 | 350 | 137 | 54 | 202 | 743 |
| 3 Carleton | 118 | 29 | 18 | 70 | 1 | 161 | 89 | 25 | 206 | 481 |
| 4 Dufferin | 92 | 63 | 4 | 25 | ..... | 191 | 102 | 39 | 120 | 452 |
| 5 Elgin | 102 | 75 | ..... | 27 | ..... | 231 | 90 | 23 | 178 | 522 |
| 6 Essex | 108 | 35 | 3 | 70 | ..... | 236 | 86 | 30 | 148 | 500 |
| 7 Frontenac | 142 | 10 | 22 | 100 | 10 | 162 | 152 | 78 | 239 | 631 |
| 8 Grey | 220 | 117 | 48 | 54 | 1 | 448 | 219 | 81 | 1,308 | 2,056 |
| 9 Haldimand | 75 | 67 | ..... | 8 | ..... | 158 | 66 | 31 | 145 | 400 |
| 10 Haliburton | 57 | 2 | 3 | 42 | 10 | 96 | 53 | 59 | 168 | 376 |
| 11 Halton | 58 | 29 | 13 | 16 | ..... | 119 | 105 | 19 | 294 | 537 |
| 12 Hastings | 179 | 55 | 14 | 107 | 3 | 377 | 260 | 108 | 2,212 | 2,957 |
| 13 Huron | 183 | 109 | 7 | 67 | ..... | 374 | 217 | 60 | 411 | 1,062 |
| 14 Kent | 131 | 81 | ..... | 50 | ..... | 279 | 107 | 62 | 323 | 771 |
| 15 Lambton | 166 | 78 | 1 | 87 | ..... | 340 | 115 | 56 | 230 | 741 |
| 16 Lanark | 120 | 17 | 12 | 88 | 3 | 255 | 174 | 102 | 924 | 1,455 |
| 17 Leeds & Grenville | 224 | 63 | 75 | 82 | 4 | 474 | 173 | 34 | 181 | 862 |
| 18 Lennox and Addington | 112 | 23 | 7 | 78 | 4 | 227 | 137 | 52 | 374 | 790 |
| 19 Lincoln | 64 | 26 | 10 | 28 | ..... | 131 | 107 | 49 | 701 | 988 |
| 20 Middlesex | 180 | 132 | ..... | 48 | ..... | 375 | 129 | 52 | 251 | 807 |
| 21 Norfolk | 98 | 62 | 6 | 30 | ..... | 239 | 89 | 38 | 203 | 569 |
| 22 Northumberland & Durham | 203 | 142 | 11 | 50 | ..... | 431 | 329 | 86 | 602 | 1,448 |
| 23 Ontario | 114 | 69 | 1 | 44 | ..... | 196 | 152 | 57 | 186 | 591 |
| 24 Oxford | 105 | 87 | 2 | 16 | ..... | 215 | 113 | 36 | 187 | 551 |
| 25 Peel | 75 | 54 | 6 | 15 | ..... | 108 | 57 | 28 | 155 | 348 |
| 26 Perth | 114 | 84 | 7 | 23 | ..... | 384 | 147 | 48 | 83 | 662 |
| 27 Peterborough | 101 | 49 | 2 | 40 | 10 | 232 | 101 | 89 | 190 | 612 |
| 28 Prescott and Russell | 92 | 9 | ..... | 75 | 8 | 208 | 77 | 50 | 138 | 473 |
| 29 Prince Edward | 74 | 35 | 13 | 26 | ..... | 150 | 79 | 21 | 450 | 700 |
| 30 Renfrew | 150 | 39 | 1 | 84 | 26 | 270 | 177 | 74 | 186 | 707 |
| 31 Simcoe | 205 | 139 | 2 | 64 | ..... | 485 | 312 | 199 | 848 | 1,844 |
| 32 Stormont, Dundas and Glengarry | 225 | 14 | 8 | 197 | 6 | 476 | 185 | 104 | 378 | 1,143 |
| 33 Victoria | 104 | 71 | 3 | 30 | ..... | 214 | 119 | 64 | 186 | 583 |
| 34 Waterloo | 82 | 59 | 16 | 7 | ..... | 168 | 233 | 37 | 881 | 1,319 |
| 35 Welland | 79 | 44 | 7 | 28 | ..... | 179 | 135 | 28 | 347 | 689 |
| 36 Wellington | 141 | 91 | 38 | 12 | ..... | 304 | 182 | 41 | 391 | 918 |
| 37 Wentworth | 74 | 50 | 14 | 10 | ..... | 205 | 97 | 45 | 309 | 656 |
| 38 York | 152 | 114 | 1 | 37 | ..... | 343 | 171 | 67 | 347 | 928 |
| 39 Algoma, Manitoulin, etc. | 141 | 5 | 3 | 106 | 27 | 278 | 217 | 159 | 254 | 908 |

SCHOOLS—Continued

Houses, Prayers, etc.

| | Maps and Globes. | | Examinations. Prizes. | | Lectures. | | | Number of Trees planted on Arbor Day. | Number of Schools using authorized Scripture Readings. | Number of Schools opened or closed with Prayer. | Number of Schools using the Bible. | Number of Schools imparting Religious Instruction. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Maps. | Number of Globes. | Number of Schools holding Public Examinations. | Number of Schools distributing Prizes or Merit Cards. | By Inspector. | By other persons. | Total. | | | | | |
| 1 | 735 | 78 | 20 | 8 | ..... | ..... | ..... | 208 | 37 | 61 | 42 | 25 |
| 2 | 1,912 | 173 | 22 | 31 | 1 | ..... | 1 | 152 | 75 | 169 | 122 | 44 |
| 3 | 1,042 | 102 | 33 | 10 | ..... | ..... | ..... | 114 | 63 | 109 | 67 | 56 |
| 4 | 925 | 94 | 31 | 11 | 2 | ..... | 2 | 187 | 54 | 90 | 81 | 58 |
| 5 | 1,225 | 116 | 23 | 7 | ..... | 1 | 1 | 84 | 65 | 98 | 56 | 13 |
| 6 | 1,335 | 116 | 55 | 13 | ..... | ..... | ..... | 74 | 62 | 108 | 60 | 16 |
| 7 | 748 | 106 | 46 | 32 | 3 | 1 | 4 | 197 | 78 | 132 | 74 | 82 |
| 8 | 1,944 | 175 | 60 | 24 | 164 | 3 | 167 | 521 | 147 | 217 | 175 | 33 |
| 9 | 1,090 | 83 | 32 | 5 | 9 | 2 | 11 | 83 | 55 | 72 | 28 | ..... |
| 10 | 521 | 53 | ..... | ..... | ..... | ..... | ..... | ..... | 22 | 55 | 38 | ..... |
| 11 | 644 | 60 | 8 | 3 | 6 | ..... | 6 | 163 | 36 | 57 | 41 | ..... |
| 12 | 1,954 | 184 | 84 | 26 | 7 | 27 | 34 | 175 | 80 | 170 | 127 | 67 |
| 13 | 2,065 | 194 | 37 | 9 | ..... | 1 | 1 | 68 | 118 | 167 | 144 | 52 |
| 14 | 956 | 132 | 131 | 17 | 10 | 15 | 25 | 93 | 77 | 128 | 71 | 35 |
| 15 | 1,846 | 169 | 55 | 15 | 2 | ..... | 2 | 292 | 102 | 166 | 78 | ..... |
| 16 | 994 | 124 | 74 | 28 | 87 | 13 | 100 | 186 | 104 | 120 | 68 | ..... |
| 17 | 2,222 | 224 | 92 | 8 | ..... | 2 | 2 | 90 | 196 | 211 | 18 | 5 |
| 18 | 1,134 | 127 | 61 | 20 | 1 | 1 | 2 | 148 | 23 | 107 | 52 | 1 |
| 19 | 683 | 75 | 16 | 4 | ..... | ..... | ..... | 133 | 52 | 64 | 26 | ..... |
| 20 | 2,176 | 219 | 42 | 27 | 8 | 12 | 20 | 212 | 86 | 178 | 126 | 64 |
| 21 | 977 | 104 | 58 | 13 | ..... | 2 | 2 | 85 | 67 | 96 | 64 | 57 |
| 22 | 162 | 16 | 46 | 11 | 3 | 3 | 6 | 46 | 147 | 203 | 89 | 41 |
| 23 | 1,235 | 115 | 19 | 15 | ..... | ..... | ..... | 90 | 83 | 106 | 37 | 42 |
| 24 | 1,156 | 119 | 15 | 6 | ..... | ..... | ..... | 54 | 69 | 103 | 46 | 33 |
| 25 | 1,042 | 81 | 19 | 8 | ..... | ..... | ..... | 180 | 49 | 74 | 47 | 36 |
| 26 | 1,414 | 129 | 85 | 7 | 41 | 1 | 42 | 86 | 76 | 110 | 77 | 40 |
| 27 | 747 | 104 | 23 | 10 | ..... | ..... | ..... | 43 | 55 | 97 | 54 | 38 |
| 28 | 941 | 96 | 31 | 30 | 1 | 4 | 5 | 127 | 10 | 86 | 25 | 50 |
| 29 | 882 | 80 | 24 | 16 | ..... | 3 | 3 | 13 | 51 | 73 | 39 | ..... |
| 30 | 1,164 | 145 | 29 | 35 | ..... | 2 | 2 | 236 | 46 | 141 | 35 | 53 |
| 31 | 2,240 | 166 | 89 | 10 | 122 | 17 | 139 | 316 | 99 | 200 | 119 | 47 |
| 32 | 2,118 | 252 | 124 | 40 | ..... | 3 | 3 | 100 | 96 | 187 | 81 | 45 |
| 33 | 985 | 104 | 12 | 3 | 2 | ..... | 2 | 67 | 61 | 94 | 63 | 64 |
| 34 | 1,004 | 93 | 42 | 3 | ..... | 2 | 2 | 63 | 78 | 82 | 20 | 2 |
| 35 | 713 | 84 | 18 | 11 | 1 | 3 | 4 | 38 | 36 | 78 | 41 | ..... |
| 36 | 1,707 | 161 | 33 | 17 | ..... | 7 | 7 | 161 | 103 | 137 | 91 | 50 |
| 37 | 771 | 440 | 27 | 12 | 2 | 1 | 3 | 45 | 52 | 71 | 23 | 2 |
| 38 | 1,703 | 160 | 12 | 12 | ..... | 1 | 1 | 111 | 112 | 152 | 83 | 30 |
| 39 | 1,049 | 130 | 54 | 27 | 1 | 5 | 6 | 103 | 73 | 140 | 102 | 56 |

THE PUBLIC

IV.—Table D.—School

| Rural Schools.—Concluded. | School Houses. | | | | | School Visits. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Schools. | Brick. | Stone. | Frame. | Log. | By Inspector. | By Trustees. | By Clergymen. | By other persons. | Total. |
| 40 Muskoka | 105 | 18 | 2 | 73 | 12 | 205 | 134 | 80 | 362 | 781 |
| 41 Nipissing | 132 | 5 | ..... | 103 | 24 | 257 | 277 | 161 | 161 | 856 |
| 42 Parry Sound | 119 | 7 | 1 | 87 | 24 | 218 | 146 | 111 | 238 | 713 |
| 43 Rainy River and Thunder Bay | 73 | 3 | ..... | 45 | 25 | 125 | 105 | 71 | 183 | 484 |
| Totals. | | | | | | | | | | |
| 1 Rural Schools | 5,319 | 2,398 | 399 | 2,322 | 200 | 11,020 | 6,225 | 2,742 | 16,213 | 36,200 |
| 2 Cities | 204 | 181 | 22 | 1 | ..... | 4,569 | 2,003 | 381 | 14,890 | 21,843 |
| 3 Towns | 231 | 164 | 30 | 37 | ..... | 1,941 | 2,148 | 333 | 3,171 | 7,593 |
| 4 Villages | 159 | 123 | 12 | 24 | ..... | 1,026 | 677 | 205 | 1,284 | 3,192 |
| 5 Grand Totals, 1909. | 5,913 | 2,866 | 463 | 2,384 | 200 | 18,556 | 11,053 | 3,661 | 35,558 | 68,828 |
| 6 Grand Totals, 1908. | 5,869 | 2,812 | 463 | 2,355 | 239 | 17,869 | 11,037 | 3,971 | 37,336 | 70,213 |
| 7 Increases | 44 | 54 | ..... | 29 | ..... | 687 | 16 | ..... | ..... | ..... |
| 8 Decreases | ..... | ..... | ..... | ..... | 39 | ..... | ..... | 310 | 1,778 | 1,385 |
| 9 Percentages | ..... | 48.47 | 7.83 | 40.32 | 3.38 | 26.96 | 16.05 | 5.32 | 51.66 | ..... |

SCHOOLS—Continued

Houses, Prayers, etc.—Concluded.

| | Maps and Globes. | | Examinations. Prizes. | | Lectures. | | | Number of Trees planted on Arbor Day. | Number of Schools using authorized Scripture Readings. | Number of Schools opened or closed with Prayer. | Number of Schools using the Bible. | Number of Schools imparting Religious Instruction. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Maps. | Number of Globes. | Number of Schools holding Public Examinations. | Number of Schools distributing Prizes or Merit Cards. | By Inspector. | By other persons. | Total. | | | | | |
| 40 | 1,020 | 111 | 29 | 16 | ..... | 3 | 3 | 261 | 36 | 34 | 8 | 4 |
| 41 | 700 | 96 | 58 | 21 | ..... | 11 | 11 | 79 | 21 | 108 | 46 | 32 |
| 42 | 1,163 | 119 | 25 | 8 | ..... | 1 | 1 | 111 | 64 | 118 | 102 | 54 |
| 43 | 345 | 49 | 17 | 7 | ..... | 1 | 1 | 35 | 9 | 67 | 48 | ..... |
| 1 | 51,389 | 5,558 | 1,811 | 636 | 473 | 148 | 621 | 5,630 | 3,025 | 5,036 | 2,834 | 1,327 |
| 2 | 6,529 | 377 | 108 | 149 | 20 | 49 | 69 | *3 | 51 | 189 | 173 | 26 |
| 3 | 3,026 | 331 | 40 | 18 | 41 | 66 | 107 | 132 | 78 | 210 | 165 | 27 |
| 4 | 1,961 | 225 | 54 | 14 | 30 | 42 | 72 | 211 | 109 | 158 | 96 | 16 |
| 5 | 62,905 | 6,491 | 2,013 | 817 | 564 | 305 | 869 | 5,976 | 3,263 | 5,593 | 3,268 | 1,396 |
| 6 | 65,168 | 6,556 | 2,126 | 878 | 622 | 415 | 1,037 | 7,085 | 3,124 | 5,669 | 3,090 | 1,429 |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 139 | ..... | 178 | ..... |
| 8 | 2,263 | 65 | 113 | 61 | 58 | 110 | 168 | 1,109 | ..... | 76 | ..... | 33 |
| 9 | †10.63 | †1.09 | 34.04 | 13.81 | 64.90 | 35.09 | ..... | ..... | 55.18 | 94.58 | 55.26 | 23.60 |

* In addition there were set out 1,022 shrubs, 16,770 flowers and plants and 10,000 bulbs in the City of Toronto.

† To each school.

THE PUBLIC

V.—Table E.—Financial

| Rural Schools. | Receipts. | | | |
|---|---|---|---|---|
| | Legislative Grants. | Municipal Grants and Assessments. | Clergy Reserve Fund, balances and other sources. | Total receipts for all Public School purposes. |
| | $ c. | $ c. | $ c. | $ c. |
| 1 Brant | 6,796 80 | 39,699 80 | 43,051 22 | 89,547 82 |
| 2 Bruce | 14,621 94 | 86,093 92 | 58,311 37 | 159,027 23 |
| 3 Carleton | 12,136 33 | 65,678 65 | 28,028 12 | 105,843 10 |
| 4 Dufferin | 5,796 71 | 45,294 04 | 26,356 71 | 77,447 46 |
| 5 Elgin | 11,704 41 | 58,842 18 | 60,414 21 | 130,960 80 |
| 6 Essex | 10,608 72 | 65,991 06 | 33,971 16 | 110,570 94 |
| 7 Frontenac | 12,124 65 | 42,802 78 | 30,839 11 | 85,766 54 |
| 8 Grey | 16,815 93 | 110,239 00 | 58,148 42 | 185,203 35 |
| 9 Haldimand | 6,240 80 | 42,437 81 | 30,156 04 | 78,834 65 |
| 10 Haliburton | 8,426 78 | 12,637 17 | 8,473 83 | 29,537 78 |
| 11 Halton | 4,828 30 | 29,118 71 | 21,947 24 | 55,894 25 |
| 12 Hastings | 19,785 40 | 80,436 03 | 57,281 33 | 157,502 76 |
| 13 Huron | 15,728 03 | 96,745 44 | 51,786 21 | 164,259 68 |
| 14 Kent | 12,853 90 | 81,847 77 | 77,027 14 | 171,728 81 |
| 15 Lambton | 12,144 99 | 81,829 76 | 44,402 13 | 138,376 88 |
| 16 Lanark | 8,133 89 | 46,112 49 | 23,870 28 | 78,116 66 |
| 17 Leeds and Grenville | 11,165 46 | 94,269 49 | 48,137 27 | 153,572 22 |
| 18 Lennox and Addington | 7,138 92 | 43,291 30 | 24,991 47 | 75,421 69 |
| 19 Lincoln | 5,445 27 | 39,040 98 | 40,618 01 | 85,104 26 |
| 20 Middlesex | 16,781 40 | 103,252 52 | 82,187 64 | 202,221 56 |
| 21 Norfolk | 6,691 66 | 51,518 00 | 49,797 53 | 108,007 19 |
| 22 Northumberland and Durham | 14,881 16 | 102,295 01 | 68,504 84 | 185,681 01 |
| 23 Ontario | 10,661 85 | 64,451 92 | 38,025 86 | 113,139 63 |
| 24 Oxford | 13,880 80 | 70,932 03 | 66,861 48 | 151,674 31 |
| 25 Peel | 6,293 33 | 40,001 75 | 25,617 58 | 71,912 66 |
| 26 Perth | 11,187 23 | 64,127 77 | 36,754 70 | 112,069 70 |
| 27 Peterborough | 10 562 03 | 40,566 97 | 23,777 14 | 74,906 14 |
| 28 Prescott and Russell | 4,551 54 | 42,526 47 | 25,236 86 | 72,314 87 |
| 29 Prince Edward | 4,599 40 | 32,995 87 | 16,532 17 | 54,127 44 |
| 30 Renfrew | 10,119 64 | 58,493 52 | 30,819 52 | 99,432 68 |
| 31 Simcoe | 17,748 26 | 117,989 91 | 78,854 16 | 214,592 33 |
| 32 Stormont, Dundas and Glengarry | 15,514 27 | 104,568 97 | 37,347 00 | 157,430 24 |
| 33 Victoria | 10,033 26 | 49,420 34 | 23,513 75 | 82,967 35 |
| 34 Waterloo | 8,908 73 | 57,646 30 | 63,011 26 | 129,566 29 |
| 35 Welland | 6,389 32 | 43,646 45 | 46,031 13 | 96,066 90 |
| 36 Wellington | 15,903 84 | 73,772 99 | 62,693 93 | 152,370 76 |
| 37 Wentworth | 10,193 54 | 49,496 27 | 52,040 33 | 111,730 14 |
| 38 York | 20,918 84 | 114,323 63 | 115,959 67 | 251,202 14 |
| 39 Algoma, Manitoulin, etc | 29,150 08 | 52,757 15 | 39,685 81 | 121,593 04 |
| 40 Muskoka | 18,112 47 | 26,981 71 | 17,964 12 | 63,058 30 |
| 41 Nipissing | 21,762 68 | 33,571 81 | 20,993 89 | 76,328 38 |
| 42 Parry Sound | 21,201 18 | 34,941 30 | 20,343 04 | 76,485 52 |
| 43 Rainy River and Thunder Bay | 12,265 89 | 27,690 43 | 14,890 65 | 54,846 97 |
| Totals | 520,809 63 | 2,620,377 47 | 1,825,255 33 | 4,966,442 43 |

SCHOOLS—Continued

Statement.

| | Expenditure. | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries. | Sites, and building school houses. | Libraries, maps, apparatus, prizes and school books. | Rent and repairs, fuel and other expenses. | Total expenditure for all Public School purposes. | Balances. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 32,228 50 | 17,232 26 | 646 57 | 9,524 65 | 59,631 98 | 29,915 84 |
| 2 | 72,429 63 | 11,378 36 | 1,806 67 | 20,861 12 | 106,475 78 | 52,551 45 |
| 3 | 58,353 87 | 5,842 59 | 1,695 68 | 17,664 35 | 83,556 49 | 22,286 61 |
| 4 | 40,608 89 | 4,771 17 | 860 66 | 9,994 11 | 56,234 83 | 21,212 63 |
| 5 | 50,562 45 | 14,870 62 | 2,543 80 | 16,880 36 | 84,857 23 | 46,103 57 |
| 6 | 55,126 35 | 6,658 44 | 757 62 | 13,868 40 | 76,410 81 | 34,160 13 |
| 7 | 44,056 70 | 3,896 12 | 864 57 | 10,575 69 | 59,393 08 | 26,373 46 |
| 8 | 97,845 13 | 9,484 30 | 1,479 69 | 25,265 67 | 134,074 79 | 51,128 56 |
| 9 | 33,206 41 | 8,332 86 | 582 74 | 10,263 33 | 52,385 34 | 26,449 31 |
| 10 | 15,803 97 | 1,554 05 | 328 93 | 6,157 68 | 23,844 63 | 5,693 15 |
| 11 | 25,820 41 | 4,027 52 | 362 31 | 5,804 76 | 36,015 00 | 19,879 25 |
| 12 | 72,042 60 | 13,461 25 | 1,684 12 | 18,165 12 | 105,353 09 | 52,149 67 |
| 13 | 84,872 64 | 10,073 97 | 1,406 37 | 27,456 57 | 123,809 55 | 40,450 13 |
| 14 | 64,024 75 | 23,608 71 | 1,602 41 | 17,374 43 | 106,610 30 | 65,118 51 |
| 15 | 72,510 17 | 9,937 34 | 1,066 24 | 19,534 07 | 103,047 82 | 35,329 06 |
| 16 | 43,607 55 | 3,788 42 | 445 52 | 9,143 86 | 56,985 35 | 21,131 31 |
| 17 | 81,728 75 | 8,066 96 | 4,098 92 | 18,810 63 | 112,705 26 | 40,866 96 |
| 18 | 40,075 21 | 3,946 27 | 442 81 | 9,428 49 | 53,892 78 | 21,528 91 |
| 19 | 28,761 74 | 12,586 37 | 944 70 | 10,400 37 | 52,693 18 | 32,411 08 |
| 20 | 87,937 30 | 21,939 12 | 1,131 49 | 23,694 98 | 134,702 89 | 67,518 67 |
| 21 | 42,395 71 | 9,092 22 | 849 73 | 8,812 13 | 61,149 79 | 46,857 40 |
| 22 | 89,177 96 | 21,822 57 | 1,824 93 | 20,896 98 | 133,722 44 | 51,958 57 |
| 23 | 54,730 13 | 9,427 14 | 1,026 07 | 18,696 97 | 83,880 31 | 29,259 32 |
| 24 | 59,460 39 | 7,549 61 | 598 09 | 16,790 14 | 84,398 23 | 67,276 08 |
| 25 | 34,709 37 | 3,097 55 | 360 43 | 11,876 74 | 50,044 09 | 21,868 57 |
| 26 | 55,505 60 | 7,693 27 | 655 18 | 16,070 92 | 79,924 97 | 32,144 73 |
| 27 | 39,434 22 | 4,927 86 | 623 26 | 8,454 68 | 53,440 02 | 21,466 12 |
| 28 | 37,452 41 | 5,615 39 | 527 08 | 9,086 83 | 52,681 71 | 19,633 16 |
| 29 | 29,456 61 | 2,389 53 | 165 92 | 6,192 99 | 38,205 05 | 15,922 39 |
| 30 | 52,640 29 | 8,043 28 | 1,089 46 | 13,073 33 | 74,846 36 | 24,586 32 |
| 31 | 99,155 67 | 21,241 87 | 4,341 35 | 23,792 31 | 148,531 20 | 66,061 13 |
| 32 | 97,897 99 | 8,009 67 | 1,930 50 | 18,059 64 | 125,897 80 | 31,532 44 |
| 33 | 44,751 56 | 3,967 60 | 729 69 | 11,555 03 | 61,003 88 | 21,963 47 |
| 34 | 45,781 72 | 4,617 96 | 477 12 | 18,106 58 | 68,983 38 | 60,582 91 |
| 35 | 38,129 62 | 18,922 97 | 719 39 | 9,471 44 | 67,243 42 | 28,823 48 |
| 36 | 68,783 26 | 7,971 59 | 1,363 01 | 18,637 52 | 96,755 38 | 55,615 38 |
| 37 | 43,422 73 | 12,126 85 | 2,094 03 | 12,288 46 | 69,932 07 | 41,798 07 |
| 38 | 100,645 98 | 32,496 71 | 2,639 89 | 37,644 88 | 173,427 46 | 77,774 68 |
| 39 | 58,525 75 | 12,681 22 | 1,150 71 | 20,240 92 | 92,598 60 | 28,994 44 |
| 40 | 32,358 54 | 6,524 45 | 987 12 | 8,593 18 | 48,463 29 | 14,595 01 |
| 41 | 32,955 17 | 12,457 13 | 1,797 57 | 17,423 81 | 64,633 68 | 11,694 70 |
| 42 | 39,258 37 | 5,939 53 | 1,772 35 | 13,420 38 | 60,390 63 | 16,094 89 |
| 43 | 26,274 73 | 6,010 86 | 1,226 93 | 11,604 41 | 45,116 93 | 9,730 04 |
| | 2,324,506 80 | 428,083 53 | 53,701 63 | 651,658 91 | 3,457,950 87 | 1,508,491 56 |

THE PUBLIC

V.—Table E.—Financial

| Cities. | Receipts. Legislative Grants. | Municipal Grants and Assessments. | Clergy Reserve Fund, balances and other sources. | Total receipts for all Public School purposes. |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| 1 Belleville | 1,240 00 | 20,024 26 | 2,852 43 | 24,116 69 |
| 2 Brantford | 4,066 28 | 42,000 00 | 3,214 37 | 49,280 65 |
| 3 Chatham | 1,351 07 | 21,169 88 | 3,289 20 | 25,810 15 |
| 4 Fort William | 2,022 00 | 34,560 34 | 960 89 | 37,543 23 |
| 5 Guelph | 3,577 16 | 28,779 20 | 338 40 | 32,694 76 |
| 6 Hamilton | 13,474 75 | 170,476 71 | 90,874 74 | 275,096 20 |
| 7 Kingston | 3,358 96 | 33,137 00 | 2,339 11 | 38,835 07 |
| 8 London | 8,951 72 | 156,606 02 | 44,534 00 | 210,091 74 |
| 9 Niagara Falls | 892 50 | 17,500 00 | 1,701 92 | 20,094 42 |
| 10 Ottawa | 9,380 48 | 251,198 12 | 13,195 21 | 273,773 81 |
| 11 Peterborough | 5,628 94 | 41,000 00 | 6,562 82 | 53,191 76 |
| 12 Por Arthur | 2,102 64 | 31,428 90 | 636 68 | 34,168 22 |
| 13 St. Catharines | 1,378 67 | 20,814 08 | 27,118 11 | 49,310 86 |
| 14 St. Thomas | 1,916 95 | 29,000 00 | 1,175 40 | 32,092 35 |
| 15 Stratford | 5,536 23 | 26,000 00 | 19,505 93 | 51,042 16 |
| 16 Toronto | 41,217 61 | 1,223,526 85 | 334,826 33 | 1,599,570 79 |
| 17 Windsor | 1,773 00 | 37,574 14 | 1,593 80 | 40,940 94 |
| 18 Woodstock | 1,385 00 | 18,000 00 | 1,487 75 | 20,872 75 |
| Totals | 109,253 96 | 2,203,065 50 | 556,207 09 | 2,868,526 55 |
| Towns. | | | | |
| 1 Alexandria | 43 50 | 855 00 | 712 98 | 1,611 48 |
| 2 Alliston | 801 22 | 4,015 22 | 1,562 98 | 6,379 42 |
| 3 Almonte | 402 50 | 4,849 43 | 632 35 | 5,884 28 |
| 4 Amherstburg | 377 70 | 5,327 18 | 416 62 | 6,121 50 |
| 5 Arnprior | 419 50 | 5,786 13 | 2,401 88 | 8,607 51 |
| 6 Aurora | 308 50 | 3,100 00 | 65 39 | 3,473 89 |
| 7 Aylmer | 418 68 | 4,660 96 | 1,267 41 | 6,347 05 |
| 8 Barrie | 1,124 94 | 16,221 74 | 726 33 | 18,073 01 |
| 9 Berlin | 1,848 20 | 43,372 82 | 453 99 | 45,675 01 |
| 10 Blenheim | 715 55 | 5,206 65 | 1,072 55 | 6,994 75 |
| 11 Blind River | 920 64 | 2,500 00 | 612 84 | 4,033 48 |
| 12 Bonfield | 152 50 | 227 72 | 259 14 | 639 36 |
| 13 Bothwell | 600 09 | 2,226 57 | 315 74 | 3,142 40 |
| 14 Bowmanville | 404 00 | 5,100 00 | 315 26 | 5,819 26 |
| 15 Bracebridge | 2,189 66 | 7,763 82 | 287 55 | 10,241 03 |
| 16 Brampton | 561 00 | 6,747 10 | 521 49 | 7,829 59 |
| 17 Brockville | 2,031 00 | 16,200 00 | 1,158 37 | 19,389 37 |
| 18 Bruce Mines | 718 40 | 1,840 00 | 152 80 | 2,711 20 |
| 19 Cache Bay | 83 75 | 1,600 00 | ..... | 1,683 75 |
| 20 Campbellford | 495 00 | 6,300 00 | 714 19 | 7,509 19 |
| 21 Carleton Place | 646 25 | 7,219 32 | 141 63 | 8,007 20 |
| 22 Chesley | 278 50 | 3,035 51 | 1,295 55 | 4,609 56 |
| 23 Clinton | 432 50 | 4,100 00 | 415 39 | 4,947 89 |
| 24 Cobalt | 405 00 | 11,756 38 | 2,060 49 | 14,221 87 |
| 25 Cobourg | 629 02 | 6,600 00 | 509 80 | 7,738 82 |
| 26 Collingwood | 1,205 89 | 17,294 00 | 920 59 | 19,420 48 |
| 27 Copper Cliff | 415 00 | 3,680 29 | 1,607 78 | 5,703 07 |
| 28 Cornwall | 1,190 80 | 7,750 00 | 549 78 | 9,490 58 |
| 29 Deseronto | 470 00 | 5,035 32 | 113 84 | 5,619 16 |
| 30 Dresden | 453 59 | 4,814 00 | 362 40 | 5,629 99 |
| 31 Dundas | 541 50 | 5,875 00 | 417 78 | 6,834 28 |
| 32 Dunnville | 440 50 | 4,250 56 | 175 06 | 4,866 12 |
| 33 Durham | 1,382 78 | 4,144 56 | 1,912 39 | 7,439 73 |

SCHOOLS—Continued

Statement.—Continued.

| | Expenditure. | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries. | Sites, and building school houses. | Libraries, maps, apparatus, prizes and school books. | Rent and repairs, fuel and other expenses. | Total expenditure for all Public School purposes. | Balances. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 12,190 67 | 700 00 | ..... | 6,030 81 | 18,921 48 | 5,195 21 |
| 2 | 38,112 54 | ..... | 1,840 35 | 8,791 54 | 48,744 43 | 536 22 |
| 3 | 17,578 01 | ..... | 1,163 43 | 7,068 71 | 25,810 15 | ..... |
| 4 | 22,347 50 | 1,213 08 | 1,186 23 | 12,387 52 | 37,134 33 | 408 90 |
| 5 | 20,080 15 | 6,289 19 | 267 01 | 6,058 41 | 32,694 76 | ..... |
| 6 | 128,001 26 | 66,235 04 | 7,530 47 | 38,999 39 | 240,766 16 | 34,330 04 |
| 7 | 27,980 63 | ..... | 1,751 16 | 9,103 28 | 38,835 07 | ..... |
| 8 | 116,430 88 | 36,190 09 | 313 40 | 39,429 32 | 192,363 69 | 17,728 05 |
| 9 | 11,498 50 | ..... | 68 56 | 8,427 48 | 19,994 54 | 99 88 |
| 10 | 140,844 56 | 48,497 67 | 7,943 34 | 65,569 99 | 262,855 56 | 10,918 25 |
| 11 | 36,798 00 | 77 99 | 2,392 72 | 13,905 39 | 53,174 10 | 17 66 |
| 12 | 19,756 50 | 3,586 92 | 1,667 23 | 6,681 96 | 31,692 61 | 2,475 61 |
| 13 | 14,938 71 | 14,123 79 | 50 00 | 9,025 58 | 38,138 08 | 11,172 78 |
| 14 | 23,102 50 | ..... | 159 05 | 8,830 80 | 32,092 35 | ..... |
| 15 | 21,903 20 | 17,771 79 | 1,730 20 | 8,466 93 | 49,872 12 | 1,170 04 |
| 16 | 697,038 30 | 217,770 28 | 5,069 30 | 280,881 08 | 1,200,758 96 | 398,811 83 |
| 17 | 27,510 76 | 3,425 21 | 175 00 | 9,829 97 | 40,940 94 | ..... |
| 18 | 14,745 75 | ..... | 1,185 22 | 4,941 78 | 20,872 75 | ..... |
| | 1,390,858 42 | 415,881 05 | 34,492 67 | 544,429 94 | 2,385,662 08 | 482,864 47 |
| 1 | 840 00 | 34 00 | ..... | 469 10 | 1,343 10 | 268 38 |
| 2 | 4,323 00 | ..... | 374 17 | 1,564 34 | 6,261 51 | 117 91 |
| 3 | 3,924 37 | ..... | ..... | 1,803 83 | 5,728 20 | 156 08 |
| 4 | 3,935 00 | 178 65 | 20 00 | 720 50 | 4,854 15 | 1,267 35 |
| 5 | 4,406 00 | ..... | 20 45 | 1,644 18 | 6,070 63 | 2,536 88 |
| 6 | 2,800 00 | ..... | ..... | 635 56 | 3,435 56 | 38 33 |
| 7 | 3,935 00 | 96 75 | 15 39 | 2,299 91 | 6,347 05 | ..... |
| 8 | 12,534 56 | 275 23 | 656 02 | 4,302 75 | 17,768 56 | 304 45 |
| 9 | 23,886 22 | 13,998 40 | 1,243 30 | 6,280 47 | 45,408 39 | 266 62 |
| 10 | 3,783 16 | 76 04 | 108 95 | 1,933 51 | 5,901 66 | 1,093 09 |
| 11 | 2,949 60 | ..... | 21 50 | 1,062 38 | 4,033 48 | ..... |
| 12 | 405 00 | ..... | ..... | 70 50 | 475 50 | 163 86 |
| 13 | 2,362 12 | ..... | 8 64 | 665 19 | 3,035 95 | 106 45 |
| 14 | 4,341 42 | ..... | 61 80 | 1,416 04 | 5,819 26 | ..... |
| 15 | 7,650 88 | 112 72 | 332 36 | 2,138 94 | 10,234 90 | 6 13 |
| 16 | 5,271 45 | 16 45 | 50 25 | 1,547 52 | 6,885 67 | 943 92 |
| 17 | 13,437 50 | 240 00 | 50 00 | 5,652 38 | 19,379 88 | 9 49 |
| 18 | 2,207 50 | ..... | 9 30 | 435 60 | 2,652 40 | 58 80 |
| 19 | 1,314 00 | ..... | ..... | 369 75 | 1,683 75 | ..... |
| 20 | 5,525 83 | ..... | 100 00 | 797 14 | 6,422 97 | 1,086 22 |
| 21 | 4,620 64 | ..... | 11 92 | 3,296 50 | 7,929 06 | 78 14 |
| 22 | 2,987 23 | 248 03 | 32 94 | 1,272 74 | 4,540 94 | 68 62 |
| 23 | 3,924 25 | ..... | ..... | 814 75 | 4,739 00 | 208 89 |
| 24 | 5,944 43 | 4,333 97 | 528 34 | 3,068 97 | 13,875 71 | 346 16 |
| 25 | 5,891 50 | ..... | 148 70 | 1,412 33 | 7,452 53 | 286 29 |
| 26 | 12,479 02 | ..... | ..... | 5,434 21 | 17,913 23 | 1,507 25 |
| 27 | 3,679 62 | 8 00 | 248 55 | 1,485 33 | 5,421 50 | 281 57 |
| 28 | 6,745 25 | ..... | ..... | 2,406 14 | 9,151 39 | 339 19 |
| 29 | 4,215 00 | ..... | 81 41 | 1,041 83 | 5,338 24 | 280 92 |
| 30 | 4,025 14 | ..... | 62 79 | 1,499 95 | 5,587 88 | 42 11 |
| 31 | 5,084 97 | ..... | 22 50 | 1,726 81 | 6,834 28 | ..... |
| 32 | 3,972 50 | ..... | ..... | 715 30 | 4,687 80 | 178 32 |
| 33 | 4,634 92 | 87 98 | 711 02 | 921 29 | 6,355 21 | 1,084 52 |

THE PUBLIC

V.—Table E.—Financial

| Towns.—Continued. | Receipts. Legislative Grants. | Municipal Grants and Assessments. | Clergy Reserve Fund, balances and other sources. | Total receipts for all Public School purposes. |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| 34 Englehart | 1,079 00 | 925 00 | 6,050 85 | 8,054 85 |
| 35 Essex | 220 00 | 3,645 10 | 749 75 | 4,614 85 |
| 36 Forest | 256 50 | 2,900 00 | 288 53 | 3,445 03 |
| 37 Fort Frances | 941 34 | 3,250 00 | 447 79 | 4,639 13 |
| 38 Galt | 1,366 04 | 26,654 44 | 1,260 85 | 29,281 33 |
| 39 Gananoque | 575 50 | 7,712 98 | 400 51 | 8,688 99 |
| 40 Goderich | 669 00 | 6,652 85 | 6,334 47 | 13,656 32 |
| 41 Gore Bay | 1,011 14 | 2,570 50 | 197 25 | 3,778 89 |
| 42 Gravenhurst | 447 00 | 5,166 38 | 148 75 | 5,762 13 |
| 43 Haileybury | 772 00 | 33,862 36 | 1,218 48 | 35,852 84 |
| 44 Hanover | 787 65 | 5,031 40 | 603 63 | 6,422 68 |
| 45 Harriston | 266 00 | 2,867 77 | 499 15 | 3,632 92 |
| 46 Hawkesbury | 71 87 | 1,926 44 | 586 93 | 2,585 24 |
| 47 Hespeler | 471 72 | 5,675 00 | 1,153 83 | 7,300 55 |
| 48 Huntsville | 1,526 54 | 5,443 03 | 872 65 | 7,842 22 |
| 49 Ingersoll | 660 88 | 9,478 16 | 13,874 37 | 24,013 41 |
| 50 Kearney | 206 25 | 1,167 90 | 225 23 | 1,599 38 |
| 51 Keewatin | 975 16 | 12,809 15 | 1,134 70 | 14,919 01 |
| 52 Kenora | 986 00 | 17,700 00 | ..... | 18,686 00 |
| 53 Kincardine | 406 75 | 4,774 64 | 262 85 | 5,444 24 |
| 54 Kingsville | 481 61 | 4,389 26 | 615 87 | 5,486 74 |
| 55 Latchford | 392 00 | 1,137 81 | 4,780 45 | 6,310 26 |
| 56 Leamington | 330 50 | 4,540 00 | 31 37 | 4,901 87 |
| 57 Lindsay | 1,576 50 | 13,416 51 | 641 91 | 15,634 92 |
| 58 Listowel | 367 76 | 4,563 00 | 102 11 | 5,032 87 |
| 59 Little Current | 598 36 | 2,800 00 | 342 39 | 3,740 75 |
| 60 Massey | 490 19 | 4,108 38 | 461 78 | 5,060 35 |
| 61 Mattawa | 311 00 | 1,297 70 | 360 48 | 1,969 18 |
| 62 Meaford | 441 50 | 5,070 40 | 1,504 84 | 7,016 74 |
| 63 Midland | 702 50 | 12,143 50 | 703 29 | 13,549 29 |
| 64 Milton | 770 20 | 3,149 70 | 728 33 | 4,648 23 |
| 65 Mitchell | 376 00 | 3,819 00 | 251 58 | 4,446 58 |
| 66 Mount Forest | 313 75 | 3,571 50 | 171 77 | 4,057 02 |
| 67 Napanee | 543 00 | 5,700 00 | 998 29 | 7,241 29 |
| 68 New Liskeard | 1,618 36 | 7,000 00 | 40 32 | 8,658 68 |
| 69 Newmarket | 452 50 | 5,000 00 | 1,783 85 | 7,236 35 |
| 70 Niagara | 186 00 | 2,100 00 | 629 53 | 2,915 53 |
| 71 North Bay | 2,700 00 | 9,715 70 | 12,079 30 | 24,495 00 |
| 72 North Toronto | 588 50 | 14,200 00 | 89 00 | 14,877 50 |
| 73 Oakville | 283 00 | 4,300 00 | 1,424 09 | 6,007 09 |
| 74 Orangeville | 479 00 | 6,053 38 | 113 44 | 6,645 82 |
| 75 Orillia | 841 00 | 28,000 00 | 8,602 43 | 37,443 43 |
| 76 Oshawa | 879 00 | 9,740 00 | 7,575 30 | 18,194 30 |
| 77 Owen Sound | 1,850 49 | 19,876 24 | 5,336 31 | 27,063 04 |
| 78 Palmerston | 1,383 34 | 4,216 66 | 272 58 | 5,872 58 |
| 79 Paris | 563 00 | 30,295 66 | 4,374 25 | 35,232 91 |
| 80 Parkhill | 191 00 | 2,060 00 | 22 63 | 2,273 63 |
| 81 Parry Sound | 2,383 20 | 10,769 82 | 4,494 97 | 17,647 99 |
| 82 Pembroke | 536 50 | 8,831 38 | ..... | 9,367 88 |
| 83*Penetanguishene | 444 75 | 7,655 50 | 4,144 41 | 12,244 66 |
| 84 Perth | 396 25 | 5,750 00 | 100 11 | 6,246 36 |
| 85 Petrolea | 665 50 | 8,500 00 | 226 63 | 9,392 13 |
| 86 Picton | 563 82 | 9,500 00 | 7,154 23 | 17,218 05 |
| 87 Port Hope | 709 00 | 7,931 15 | 18 25 | 8,658 40 |

* Including Protestant Separate Schools.

SCHOOLS—Continued

Statement—Continued

| | Expenditure. | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries. | Sites, and building school houses. | Libraries, maps, apparatus, prizes, and school books. | Rents and repairs, fuel, and other expenses. | Total expenditure for all Public School purposes. | Balances. |
| | $ c. | $ c. | c. | $ c. | $ c. | $ c. |
| 34 | 779 05 | 6,111 60 | 357 54 | 680 45 | 7,928 64 | 126 21 |
| 35 | 2,834 01 | ..... | 30 22 | 1,727 06 | 4,591 29 | 23 56 |
| 36 | 2,514 50 | ..... | 51 55 | 434 64 | 3,000 69 | 444 34 |
| 37 | 3,415 00 | ..... | ..... | 1,082 45 | 4,497 45 | 141 68 |
| 38 | 15,517 71 | 8,654 44 | ..... | 4,302 48 | 28,474 63 | 806 70 |
| 39 | 6,525 11 | ..... | 19 82 | 2,001 10 | 8,546 03 | 142 96 |
| 40 | 5,924 23 | 5,961 06 | 10 00 | 1,761 03 | 13,656 32 | ..... |
| 41 | 3,265 00 | ..... | ..... | 486 64 | 3,751 64 | 27 25 |
| 42 | 4,023 40 | ..... | ..... | 1,738 73 | 5,762 13 | ..... |
| 43 | 4,076 25 | 23,934 50 | 63 23 | 1,124 41 | 29,198 39 | 6,654 45 |
| 44 | 4,584 89 | ..... | 267 53 | 1,514 99 | 6,367 41 | 55 27 |
| 45 | 2,404 00 | ..... | 5 00 | 1,103 36 | 3,512 36 | 120 56 |
| 46 | 1,516 87 | ..... | ..... | 826 52 | 2,343 39 | 241 85 |
| 47 | 5,494 88 | 62 85 | 167 88 | 1,225 79 | 6,951 40 | 349 15 |
| 48 | 5,522 18 | 82 50 | 253 23 | 1,238 41 | 7,096 32 | 745 90 |
| 49 | 6,865 63 | 12,975 54 | 11 84 | 4,148 70 | 24,001 71 | 11 70 |
| 50 | 843 80 | 163 91 | 33 35 | 479 79 | 1,520 85 | 78 53 |
| 51 | 4,045 00 | 8,412 04 | 53 02 | 1,371 27 | 13,881 33 | 1,037 68 |
| 52 | 11,216 00 | 1,955 70 | 422 44 | 5,038 25 | 18,632 39 | 53 61 |
| 53 | 3,987 00 | ..... | ..... | 1,222 02 | 5,209 02 | 235 22 |
| 54 | 3,650 00 | 251 31 | 79 95 | 673 18 | 4,654 44 | 832 30 |
| 55 | 958 26 | 4,519 25 | 19 80 | 514 79 | 6,012 10 | 298 16 |
| 56 | 3,990 63 | ..... | 146 45 | 762 27 | 4,899 35 | 2 52 |
| 57 | 11,943 04 | ..... | ..... | 3,110 05 | 15,053 09 | 581 83 |
| 58 | 3,681 75 | ..... | ..... | 1,306 39 | 4,988 14 | 44 73 |
| 59 | 2,545 00 | ..... | 130 72 | 484 03 | 3,159 75 | 581 00 |
| 60 | 1,933 75 | 1,000 00 | 129 70 | 822 13 | 3,885 58 | 1,174 77 |
| 61 | 1,025 03 | ..... | 92 08 | 359 17 | 1,476 28 | 492 90 |
| 62 | 4,798 43 | 115 00 | 105 00 | 1,920 25 | 6,938 68 | 78 06 |
| 63 | 8,682 48 | 1,140 50 | 358 07 | 3,223 18 | 13,404 23 | 145 06 |
| 64 | 3,489 50 | ..... | 342 63 | 679 01 | 4,511 14 | 137 09 |
| 65 | 3,235 00 | ..... | 32 05 | 1,115 26 | 4,382 31 | 64 27 |
| 66 | 2,765 75 | ..... | ..... | 893 12 | 3,658 87 | 398 15 |
| 67 | 5,388 30 | ..... | ..... | 1,440 53 | 6,828 83 | 412 46 |
| 68 | 6,132 00 | 310 52 | 571 10 | 1,395 32 | 8,408 94 | 249 74 |
| 69 | 4,278 50 | 25 20 | 18 12 | 2,123 48 | 6,445 30 | 791 05 |
| 70 | 1,347 03 | ..... | 40 00 | 662 30 | 2,049 33 | 866 20 |
| 71 | 9,456 46 | 9,648 02 | 664 83 | 3,567 92 | 23,337 23 | 1,157 77 |
| 72 | 7,274 39 | 3,509 15 | 1,303 37 | 2,609 01 | 14,695 92 | 181 58 |
| 73 | 2,967 50 | 16 93 | 20 00 | 1,362 35 | 4,366 78 | 1,640 31 |
| 74 | 4,730 96 | ..... | 339 65 | 1,393 65 | 6,464 26 | 181 56 |
| 75 | 10,097 00 | 15,677 66 | 19 50 | 3,722 14 | 29,516 30 | 7,927 13 |
| 76 | 8,447 89 | 6,849 74 | 314 80 | 2,581 87 | 18,194 30 | ..... |
| 77 | 19,602 91 | 728 28 | 351 18 | 5,322 64 | 26,005 01 | 1,058 03 |
| 78 | 3,962 50 | ..... | ..... | 1,774 44 | 5,736 94 | 135 64 |
| 79 | 5,180 00 | 27,498 89 | 79 79 | 1,648 82 | 34,407 50 | 825 41 |
| 80 | 1,875 00 | ..... | ..... | 378 81 | 2,253 81 | 19 82 |
| 81 | 9,830 67 | 4,465 70 | 627 84 | 2,662 48 | 17,586 69 | 61 30 |
| 82 | 6,552 94 | 766 83 | 58 39 | 1,989 72 | 9,367 88 | ..... |
| 83 | 4,828 88 | 4,454 25 | 72 83 | 2,813 42 | 12,169 38 | 75 28 |
| 84 | 4,877 75 | ..... | ..... | 1,265 91 | 6,143 66 | 102 70 |
| 85 | 5,992 65 | 6 94 | 113 25 | 2,935 22 | 9,048 06 | 344 07 |
| 86 | 5,484 87 | 2,297 36 | 376 18 | 4,047 76 | 12,206 17 | 5,011 88 |
| 87 | 6,974 20 | ..... | 7 64 | 1,676 56 | 8,658 40 | ..... |

THE PUBLIC

V.—Table E.—Financial

| Towns.—Concluded. | Receipts. Legislative Grants. | Municipal Grants and Assessments. | Clergy Reserve Fund, balances and other sources. | Total receipts for all Public School purposes. |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| 88 Powassan | 443 05 | 7,170 42 | 610 52 | 8,223 99 |
| 89 Prescott | 422 00 | 4,461 21 | 111 05 | 4,994 26 |
| 90 Preston | 495 35 | 6,700 00 | 803 67 | 7,999 02 |
| 91 Rainy River | 517 18 | 4,258 40 | 164 09 | 4,939 67 |
| 92 Renfrew | 1,637 00 | 5,671 87 | 925 42 | 8,234 29 |
| 93 Ridgetown | 300 00 | 3,880 00 | 360 72 | 4,540 72 |
| 94 Rockland | 34 00 | 1,094 55 | 71 93 | 1,200 48 |
| 95 St. Mary's | 494 75 | 5,655 80 | 237 18 | 6,387 73 |
| 96 Sandwich | 111 50 | 1,800 00 | 403 80 | 2,315 30 |
| 97 Sarnia | 1,417 50 | 19,158 97 | 4,679 89 | 25,256 36 |
| 98 Sault Ste. Marie | 1,343 00 | 21,675 00 | 163 73 | 23,181 73 |
| 99 Seaforth | 313 50 | 2,667 60 | 1,223 19 | 4,204 29 |
| 100 Simcoe | 523 56 | 5,587 67 | 119 71 | 6,230 94 |
| 101 Smith's Falls | 1,122 25 | 9,790 02 | 981 53 | 11,893 80 |
| 102 Southampton | 1,327 32 | 5,127 51 | 813 81 | 7,268 64 |
| 103 Stayner | 913 54 | 3,000 00 | 2,541 16 | 6,454 70 |
| 104 Steelton | 326 50 | 7,342 00 | 678 75 | 8,347 25 |
| 105 Strathroy | 491 00 | 4,900 00 | 198 03 | 5,589 03 |
| 106 Sturgeon Falls | 509 00 | 1,211 00 | 1,235 27 | 2,955 27 |
| 107 Sudbury | 368 00 | 6,859 48 | 3,578 97 | 10,806 45 |
| 108 Thessalon | 856 88 | 4,100 00 | 109 72 | 5,066 60 |
| 109 Thornbury | 359 30 | 2,165 95 | 223 87 | 2,749 12 |
| 110 Thorold | 218 00 | 3,700 00 | 80 85 | 3,998 85 |
| 111 Tillsonburg | 448 89 | 5,554 96 | 896 13 | 6,899 98 |
| 112 Trenton | 458 50 | 6,094 12 | 572 45 | 7,125 07 |
| 113 Uxbridge | 250 00 | 3,300 00 | 92 20 | 3,642 20 |
| 114 Vankleek Hill | 176 50 | 2,182 55 | 2,863 59 | 5,222 64 |
| 115 Walkerton | 399 80 | 4,138 99 | 96 12 | 4,634 91 |
| 116 Walkerville | 426 50 | 8,200 00 | 926 27 | 9,552 77 |
| 117 Wallaceburg | 1,046 02 | 6,026 00 | 1,498 06 | 8,570 08 |
| 118 Waterloo | 703 13 | 18,595 09 | 600 81 | 19,899 03 |
| 119 Webbwood | 391 52 | 2,207 00 | 59 66 | 2,658 18 |
| 120 Welland | 608 40 | 23,080 28 | 4,650 29 | 28,338 97 |
| 121 Whitby | 325 00 | 4,400 00 | 272 39 | 4,997 39 |
| 122 Wiarton | 400 00 | 5,211 20 | 33 66 | 5,644 86 |
| 123 Wingham | 388 50 | 3,868 26 | 726 16 | 4,982 92 |
| Totals | 82,780 02 | 891,706 53 | 164,223 65 | 1,138,710 20 |
| Totals. | | | | |
| 1 Rural Schools | 520,809 63 | 2,620,377 47 | 1,825,255 33 | 4,966,442 43 |
| 2 Cities | 109,253 96 | 2,203,065 50 | 556,207 09 | 2,868,526 55 |
| 3 Towns | 82,780 02 | 891,706 53 | 164,223 65 | 1,138,710 20 |
| 4 Villages | 42,407 58 | 314,512 29 | 132,265 59 | 489,185 46 |
| 5 Grand Totals, 1909 | 755,251 19 | 6,029,661 79 | 2,677,951 66 | 9,462,864 64 |
| 6 Grand Totals, 1908 | 714,078 30 | 6,059,795 11 | 2,354,238 86 | 9,128,112 27 |
| 7 Increases | 41,172 89 | ..... | 323,712 80 | 334,752 37 |
| 8 Decreases | ..... | 30,133 32 | ..... | ..... |
| 9 Percentages | 7.98 | 63.72 | 28.30 | ..... |

Cost per pupil, enrolled attendance: Rural Schools, $15.47; Cities, $27.54;

SCHOOLS—Concluded

Statement.—Concluded.

| | Expenditure. | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries. | Sites, and building school houses. | Libraries, maps, apparatus, prizes and school books. | Rent and repairs, fuel and other expenses. | Total expenditure for all Public School purposes. | Balances. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 88 | 2,142 46 | 4,874 64 | 146 08 | 615 52 | 7,778 70 | 445 29 |
| 89 | 3,562 44 | ..... | 13 85 | 1,403 46 | 4,979 75 | 14 51 |
| 90 | 5,767 25 | 640 13 | 201 56 | 1,373 96 | 7,982 90 | 16 12 |
| 91 | 3,400 00 | 39 86 | 411 77 | 1,033 45 | 4,885 08 | 54 59 |
| 92 | 4,925 65 | 479 95 | 9 83 | 2,818 86 | 8,234 29 | ..... |
| 93 | 3,058 99 | ..... | 104 70 | 1,138 85 | 4,302 54 | 238 18 |
| 94 | 850 00 | ..... | ..... | 213 11 | 1,063 11 | 137 37 |
| 95 | 4,353 40 | ..... | 19 60 | 2,014 73 | 6,387 73 | ..... |
| 96 | 1,400 00 | ..... | 48 40 | 358 91 | 1,807 31 | 507 99 |
| 97 | 15,130 21 | 3,616 00 | 291 85 | 6,218 30 | 25,256 36 | ..... |
| 98 | 14,610 38 | 445 75 | 1,319 82 | 6,089 77 | 22,465 72 | 716 01 |
| 99 | 2,940 00 | ..... | 51 00 | 979 38 | 3,970 38 | 233 91 |
| 100 | 4,673 95 | 2 00 | 265 93 | 1,289 06 | 6,230 94 | ..... |
| 101 | 8,696 88 | ..... | 135 00 | 3,061 92 | 11,893 80 | ..... |
| 102 | 4,027 00 | ..... | ..... | 2,224 23 | 6,251 23 | 1,017 41 |
| 103 | 3,031 12 | ..... | 5 50 | 747 92 | 3,784 54 | 2,670 16 |
| 104 | 4,142 70 | 1,787 31 | 233 66 | 1,257 64 | 7,421 31 | 925 94 |
| 105 | 4,490 50 | ..... | ..... | 1,028 29 | 5,518 79 | 70 24 |
| 106 | 1,838 00 | 108 20 | ..... | 891 80 | 2,838 00 | 117 27 |
| 107 | 4,175 00 | 8 08 | 30 20 | 1,790 45 | 6,003 73 | 4,802 72 |
| 108 | 3,525 00 | ..... | 144 28 | 868 39 | 4,537 67 | 528 93 |
| 109 | 2,072 25 | ..... | 89 03 | 587 84 | 2,749 12 | ..... |
| 110 | 3,140 82 | ..... | ..... | 853 86 | 3,994 68 | 4 17 |
| 111 | 4,298 34 | ..... | 269 82 | 1,646 18 | 6,214 34 | 685 64 |
| 112 | 4,569 99 | 272 39 | 47 92 | 1,364 70 | 6 255 00 | 870 07 |
| 113 | 2,987 50 | ..... | ..... | 636 81 | 3,624 31 | 17 89 |
| 114 | 2,169 16 | 50 00 | 7 85 | 823 94 | 3,050 95 | 2,171 69 |
| 115 | 3,551 95 | 148 80 | 4 74 | 867 48 | 4,572 97 | 61 94 |
| 116 | 5,880 00 | ..... | ..... | 3,041 31 | 8,921 31 | 631 46 |
| 117 | 6,323 02 | ..... | 452 77 | 1,102 36 | 7,878 15 | 691 93 |
| 118 | 7,966 53 | 8,517 30 | ..... | 3,304 18 | 19,788 01 | 111 02 |
| 119 | 1,650 00 | ..... | 28 40 | 973 62 | 2,652 02 | 6 16 |
| 120 | 4,701 24 | 14,403 60 | 161 05 | 1,750 47 | 21,016 36 | 7,322 61 |
| 121 | 3,642 15 | ..... | ..... | 1,355 24 | 4,997 39 | ..... |
| 122 | 4,373 34 | ..... | 29 86 | 1,171 94 | 5,575 14 | 69 72 |
| 123 | 3,247 16 | ..... | ..... | 1,735 76 | 4,982 92 | ..... |
| | 622,686 99 | 206,695 90 | 17,606 34 | 216,284 70 | 1,063,273 93 | 75,436 27 |
| 1 | 2,324,506 80 | 428,083 53 | 53,701 63 | 651,658 91 | 3,457,950 87 | 1,508,491 56 |
| 2 | 1,390,858 42 | 415,881 05 | 34,492 67 | 544,429 94 | 2,385,662 08 | 482,864 47 |
| 3 | 622,686 99 | 206,695 90 | 17,606 34 | 216,284 70 | 1,063,273 93 | 75,436 27 |
| 4 | 262,600 10 | 53,011 26 | 11,442 95 | 87,297 90 | 414,352 21 | 74,833 25 |
| 5 | 4,600,652 31 | 1,103,671 74 | 117,243 59 | 1,499,671 45 | 7,321,239 09 | 2,141,625 55 |
| 6 | 4,320,268 01 | 1,229,724 43 | 119,318 38 | 1,512,923 42 | 7,182,234 24 | 1,945,878 03 |
| 7 | 280,384 30 | ..... | ..... | ..... | 139,004 85 | 195,747 52 |
| 8 | ..... | 126,052 69 | 2,074 79 | 13,251 97 | ..... | ..... |
| 9 | 62.84 | 15.07 | 1.60 | 20.48 | ..... | ..... |

Towns, $16.64; Villages, $15.18; Province, $18.24.

ROMAN CATHOLIC

1.—Table F.—Financial

| Rural Schools. | Number of Schools. | Receipts. Legislative grants. | Municipal grants and assessments. | Balances, subscribed and other sources. | Total amount received. | Ex- Teachers' salaries. |
|---|---|---|---|---|---|---|
| | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 Bruce | 9 | 1,187 12 | 6,848 18 | 3,447 83 | 11,483 13 | 6,216 82 |
| 2 Carleton | 18 | 764 50 | 8,422 76 | 2,084 25 | 11,271 51 | 6,922 59 |
| 3 Essex | 27 | 2,381 46 | 14,556 50 | 5,448 96 | 22,386 92 | 13,375 90 |
| 4 Frontenac | 11 | 1,326 50 | 3,879 75 | 1,269 75 | 6,476 00 | 3,648 89 |
| 5 Grey | 7 | 269 54 | 3,237 23 | 1,235 54 | 4,742 31 | 2,536 29 |
| 6 Hastings | 7 | 487 00 | 2,470 12 | 1,059 19 | 4,016 31 | 2,237 39 |
| 7 Huron | 9 | 733 05 | 5,127 58 | 1,410 67 | 7,271 30 | 4,311 14 |
| 8 Kent | 8 | 862 78 | 4,111 28 | 1,470 74 | 6,444 80 | 3,772 80 |
| 9 Lambton | 1 | 79 00 | 600 30 | 265 85 | 945 15 | 306 64 |
| 10 Lanark | 3 | 235 00 | 849 27 | 192 29 | 1,276 56 | 1,010 00 |
| 11 Leeds and Grenville | 4 | 198 00 | 764 63 | 214 58 | 1,177 21 | 940 45 |
| 12 Lennox and Addington | 2 | 264 80 | 615 28 | 197 71 | 1,077 79 | 694 38 |
| 13 Middlesex | 5 | 302 00 | 2,203 27 | 649 39 | 3,154 66 | 1,986 43 |
| 14 Norfolk | 1 | 122 00 | 895 65 | 855 74 | 1,873 39 | 500 00 |
| 15 Northumberland & Durham | 6 | 388 66 | 1,790 46 | 3,065 96 | 5,245 08 | 1,804 00 |
| 16 Ontario | 1 | 170 00 | 212 04 | 1,021 32 | 1,403 36 | 600 00 |
| 17 Peel | 1 | 70 00 | 466 19 | 125 82 | 662 01 | 386 03 |
| 18 Perth | 6 | 685 04 | 4,025 07 | 1,857 09 | 6,567 20 | 3,425 00 |
| 19 Peterborough | 1 | 24 00 | 552 01 | 145 48 | 721 49 | 323 00 |
| 20 Prescott and Russell | 77 | 3,445 89 | 38,658 86 | 26,471 54 | 68,576 29 | 29,756 29 |
| 21 Renfrew | 11 | 1,203 14 | 3,240 00 | 2,017 86 | 6,461 00 | 3,575 61 |
| 22 Simcoe | 2 | 246 00 | 1,351 50 | 228 33 | 1,825 83 | 1,228 00 |
| 23 Stormont, Dundas and Glengarry | 12 | 915 80 | 6,443 39 | 2,880 80 | 10,239 99 | 5,787 52 |
| 24 Victoria | 2 | 272 00 | 950 90 | 132 69 | 1,355 59 | 1,100 00 |
| 25 Waterloo | 7 | 719 66 | 5,395 62 | 4,231 93 | 10,347 21 | 4,291 20 |
| 26 Wellington | 6 | 294 80 | 2,469 24 | 1,126 59 | 3,890 63 | 2,350 00 |
| 27 Districts | 40 | 6,837 00 | 12,321 18 | 7,535 07 | 26,693 25 | 11,739 96 |
| Totals | 284 | 24,484 74 | 132,458 26 | 70,642 97 | 227,585 97 | 114,826 33 |
| Cities. | | | | | | |
| 1 Belleville | 1 | 216 50 | 2,574 44 | 884 94 | 3,675 88 | 1,375 00 |
| 2 Brantford | 2 | 281 00 | 3,807 56 | 1,152 49 | 5,241 05 | 1,200 00 |
| 3 Chatham | 1 | 225 00 | 3,987 63 | 1,542 20 | 5,754 83 | 1,600 00 |
| 4 Fort William | 1 | 511 00 | 6,305 31 | 3,503 65 | 10,319 96 | 3,372 40 |
| 5 Guelph | 3 | 341 62 | 5,655 49 | 173 18 | 6,170 29 | 2,530 00 |
| 6 Hamilton | 9 | 1,433 50 | 20,473 51 | 4,953 50 | 26,860 51 | 7,365 50 |
| 7 Kingston | 3 | 535 00 | 7,740 82 | 4,230 10 | 12,505 92 | 4,939 55 |
| 8 London | 7 | 828 00 | 13,467 91 | 1,064 87 | 15,360 78 | 5,067 00 |
| 9 Niagara Falls | 1 | 104 50 | 1,447 10 | 1,049 75 | 2,601 35 | 900 00 |
| 10 Ottawa | 29 | 5,435 50 | 103,002 05 | 158,333 20 | 266,770 75 | 127,605 34 |
| 11 Peterborough | 3 | 669 50 | 8,758 00 | 686 26 | 10,113 76 | 6,209 85 |
| 12 Port Arthur | 1 | 384 00 | 9,000 00 | 2,636 50 | 12,020 50 | 3,408 00 |
| 13 St. Catharines | 3 | 338 00 | 3,881 89 | 787 68 | 5,007 57 | 2,330 00 |
| 14 St. Thomas | 1 | 195 50 | 2,643 16 | 606 36 | 3,445 02 | 1,162 50 |
| 15 Stratford | 1 | 321 00 | 3,641 36 | 690 39 | 4,652 75 | 2,150 00 |
| 16 Toronto | 21 | 5,049 35 | 76,297 00 | 8,373 56 | 89,719 91 | 27,684 84 |
| 17 Windsor | 3 | 694 50 | 9,622 50 | ..... | 10,317 00 | 4,625 00 |
| 18 Woodstock | 1 | 107 50 | 861 30 | 267 85 | 1,236 65 | 847 50 |
| Totals | 91 | 17,670 97 | 283,167 03 | 190,936 48 | 491,774 48 | 204,372 48 |

SEPARATE SCHOOLS

Statement, Teachers, etc.

| | penditure. | | | | | | Teachers. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses. | Libraries, maps, apparatus, prizes and school books. | All other purposes. | Total amount expended. | Balances. | Number of Teachers. | Male. | Female. | Average salary, male. | Average salary, female. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 1 | 522 48 | 230 76 | 1,741 44 | 8,711 50 | 2,771 63 | 16 | 3 | 13 | 483 | 359 |
| 2 | 1,409 94 | 393 60 | 1,651 13 | 10,377 26 | 894 25 | 24 | ..... | 24 | ..... | 290 |
| 3 | 1,606 16 | 359 42 | 3,803 03 | 19,144 51 | 3,242 41 | 34 | 2 | 32 | 475 | 392 |
| 4 | 266 37 | 238 38 | 1,299 23 | 5,452 87 | 1,023 13 | 11 | 2 | 9 | 375 | 369 |
| 5 | 620 90 | 13 85 | 872 31 | 4,043 35 | 698 96 | 7 | ..... | 7 | ..... | 386 |
| 6 | 305 73 | 191 91 | 601 72 | 3,336 75 | 679 56 | 7 | ..... | 7 | ..... | 345 |
| 7 | 708 86 | 207 82 | 1,154 21 | 6,382 03 | 889 27 | 11 | ..... | 11 | ..... | 378 |
| 8 | 153 25 | 123 16 | 694 14 | 4,743 35 | 1,701 45 | 9 | 2 | 7 | 500 | 391 |
| 9 | ..... | 2 00 | 108 05 | 416 69 | 528 46 | 1 | 1 | ..... | 450 | ..... |
| 10 | 38 37 | 41 20 | 106 63 | 1,196 20 | 80 36 | 3 | ..... | 3 | ..... | 337 |
| 11 | 3 65 | 31 60 | 103 27 | 1,078 97 | 98 24 | 4 | ..... | 4 | ..... | 277 |
| 12 | 111 25 | 84 96 | 80 57 | 971 16 | 106 63 | 2 | ..... | 2 | ..... | 417 |
| 13 | 65 00 | 53 98 | 612 39 | 2,717 80 | 436 86 | 5 | ..... | 5 | ..... | 393 |
| 14 | 815 00 | 26 31 | 215 35 | 1,556 66 | 316 73 | 1 | ..... | 1 | ..... | 500 |
| 15 | 2,264 85 | 489 30 | 278 85 | 4,837 00 | 408 08 | 6 | ..... | 6 | ..... | 362 |
| 16 | 44 00 | 106 90 | 347 01 | 1,097 91 | 305 45 | 1 | 1 | ..... | 600 | ..... |
| 17 | 180 97 | 49 25 | 44 72 | 660 97 | 1 04 | 1 | ..... | 1 | ..... | 400 |
| 18 | 455 30 | 45 64 | 1,754 48 | 5,680 42 | 886 78 | 8 | 1 | 7 | 500 | 432 |
| 19 | 212 30 | ..... | 82 87 | 618 17 | 103 32 | 1 | ..... | 1 | ..... | 320 |
| 20 | 15,226 30 | 2,053 51 | 6,150 79 | 53,186 89 | 15,389 40 | 101 | 4 | 97 | 437 | 322 |
| 21 | 482 74 | 66 86 | 508 12 | 4,633 33 | 1,827 67 | 13 | 3 | 10 | 400 | 292 |
| 22 | 15 51 | 48 25 | 351 81 | 1,643 57 | 182 26 | 4 | 1 | 3 | 540 | 267 |
| 23 | 764 62 | 173 31 | 704 43 | 7,429 88 | 2,810 11 | 17 | 2 | 15 | 337 | 346 |
| 24 | 12 90 | 32 00 | 63 35 | 1,208 25 | 147 34 | 2 | ..... | 2 | ..... | 550 |
| 25 | 1,089 19 | 91 31 | 1,417 08 | 6,888 78 | 3,458 43 | 12 | ..... | 12 | ..... | 360 |
| 26 | 454 15 | 37 25 | 413 82 | 3,255 22 | 635 41 | 6 | ..... | 6 | ..... | 387 |
| 27 | 5,743 55 | 616 11 | 4,715 07 | 22,814 69 | 3,878 56 | 46 | 2 | 44 | 300 | 315 |
| | 33,573 34 | 5,808 64 | 29,875 87 | 184,084 18 | 43,501 79 | 353 | 24 | 329 | 436 | 342 |
| 1 | ..... | ..... | 1,446 60 | 2,821 60 | 854 28 | 6 | ..... | 6 | ..... | 217 |
| 2 | 1,927 98 | 39 80 | 762 99 | 3,930 77 | 1,310 28 | 6 | ..... | 6 | ..... | 200 |
| 3 | 948 35 | 41 00 | 861 04 | 3,450 39 | 2,304 44 | 7 | ..... | 7 | ..... | 257 |
| 4 | 4,392 83 | 216 28 | 1,069 24 | 9,050 75 | 1,269 21 | 7 | ..... | 7 | ..... | 450 |
| 5 | 1,396 81 | 190 00 | 2,008 29 | 6,125 10 | 45 19 | 8 | ..... | 8 | ..... | 300 |
| 6 | 8,145 24 | 1,159 23 | 4,806 88 | 21,476 85 | 5,383 66 | 37 | ..... | 37 | ..... | 200 |
| 7 | 1,822 08 | 110 00 | 4,303 46 | 11,175 09 | 1,330 83 | 13 | 1 | 12 | 700 | 312 |
| 8 | 5,446 98 | 1,281 95 | 2,729 28 | 14,525 21 | 835 57 | 21 | ..... | 21 | ..... | 242 |
| 9 | 215 00 | ..... | 614 57 | 1,729 57 | 871 78 | 3 | ..... | 3 | ..... | 300 |
| 10 | 23,418 90 | 3,253 49 | 91,157 29 | 245,435 02 | 21,335 73 | 150 | 28 | 122 | 648 | 327 |
| 11 | 554 27 | 100 00 | 3,249 64 | 10,113 76 | ..... | 19 | 1 | 18 | 850 | 311 |
| 12 | 297 09 | 61 00 | 8,040 09 | 11,806 18 | 214 32 | 7 | ..... | 7 | ..... | 500 |
| 13 | ..... | 70 83 | 2,344 83 | 4,745 66 | 261 91 | 9 | ..... | 9 | ..... | 250 |
| 14 | 654 39 | 20 00 | 1,322 89 | 3,159 78 | 285 24 | 5 | ..... | 5 | ..... | 250 |
| 15 | 995 83 | 94 49 | 1,213 62 | 4,453 94 | 198 81 | 7 | ..... | 7 | ..... | 300 |
| 16 | 30,451 10 | 1,978 69 | 29,605 28 | 89,719 91 | ..... | 110 | 26 | 84 | 375 | 212 |
| 17 | 845 64 | 345 27 | 3,140 48 | 8,956 39 | 1,360 61 | 16 | ..... | 16 | ..... | 309 |
| 18 | ..... | ..... ... | 328 50 | 1,176 00 | 60 65 | 2 | ..... | 2 | ..... | 412 |
| | 81,512 49 | 8,962 03 | 159,004 97 | 453,851 97 | 37,922 51 | 433 | 56 | 377 | 526 | 279 |

ROMAN CATHOLIC

I.—Table F.—Financial

| | Towns. | Number of Schools. | Receipts. | | | | Ex- |
|---|---|---|---|---|---|---|---|
| | | | Legislative Grants. | Municipal grants and assessments. | Balances, subscribed and other sources. | Total amount received. | Teachers' Salaries. |
| | | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | Alexandria | 2 | 284 50 | 3,653 20 | 1,576 91 | 5,514 61 | 1,884 50 |
| 2 | Almonte | 1 | 123 00 | 880 84 | 469 65 | 1,473 49 | 967 50 |
| 3 | Amherstburg | 3 | 421 45 | 2,626 30 | 2,777 70 | 5,825 45 | 1,237 25 |
| 4 | Arnprior | 2 | 282 00 | 3,607 38 | 1,139 69 | 5,029 07 | 2,850 00 |
| 5 | Barrie | 1 | 135 75 | 2,224 30 | 945 82 | 3,305 87 | 948 75 |
| 6 | Berlin | 1 | 428 25 | 5,978 75 | 950 01 | 7,357 01 | 3,729 00 |
| 7 | Blind River | 1 | 415 00 | 2,720 00 | 1,484 50 | 4,619 50 | 1,492 50 |
| 8 | Bonfield | 2 | 337 75 | 1,242 54 | 883 39 | 2,463 68 | 1,120 00 |
| 9 | Brockville | 1 | 317 00 | 3,331 78 | 297 65 | 3,946 43 | 2,411 25 |
| 10 | Cache Bay | 1 | 351 75 | 995 00 | 230 61 | 1,577 36 | 822 31 |
| 11 | Cobalt | 1 | 195 00 | 2,165 72 | 11,559 87 | 13,920 59 | 1,285 00 |
| 12 | Cobourg | 1 | 191 75 | 1,150 00 | 138 15 | 1,479 90 | 1,083 75 |
| 13 | Collingwood | 1 | 110 00 | 1,500 00 | 21 68 | 1,631 68 | 995 00 |
| 14 | Cornwall | 3 | 533 50 | 4,700 00 | 3,348 50 | 8,582 00 | 5,150 56 |
| 15 | Dundas | 1 | ..... | 928 09 | 518 09 | 1,446 18 | 633 75 |
| 16 | Fort Frances | 1 | 100 00 | 949 87 | 647 03 | 1,696 90 | 600 00 |
| 17 | Galt | 1 | 63 25 | 906 57 | 377 01 | 1,346 83 | 400 00 |
| 18 | Goderich | 1 | 82 75 | 578 14 | 168 94 | 829 83 | 525 00 |
| 19 | Hawkesbury | 2 | 873 25 | 3,700 02 | 1,539 08 | 6,112 35 | 2,880 00 |
| 20 | Ingersoll | 1 | 77 50 | 926 85 | 99 53 | 1,103 88 | 597 50 |
| 21 | Keewatin | 1 | 61 50 | 780 00 | 181 35 | 1,022 85 | 535 00 |
| 22 | Kenora | 2 | 110 00 | 2,900 00 | 810 15 | 3,820 15 | 1,363 50 |
| 23 | Latchford | 1 | 318 00 | 474 70 | 25 55 | 818 25 | 400 00 |
| 24 | Lindsay | 2 | 309 00 | 2,902 97 | 7,130 82 | 10,342 79 | 2,800 00 |
| 25 | Massey | 1 | 67 00 | 1,238 70 | 690 11 | 1,995 81 | 870 00 |
| 26 | Mattawa | 1 | 506 12 | 3,844 06 | 895 50 | 5,245 68 | 1,530 51 |
| 27 | Mount Forest | 1 | 63 50 | 611 93 | 330 01 | 1,005 44 | 500 00 |
| 28 | Newmarket | 1 | 31 00 | 437 50 | 134 49 | 602 99 | 350 00 |
| 29 | North Bay | 2 | 426 00 | 6,378 15 | 292 07 | 7,096 22 | 3,951 50 |
| 30 | Oakville | 1 | 58 00 | 450 00 | 154 64 | 662 64 | 405 00 |
| 31 | Orillia | 1 | 173 50 | 2,008 36 | 1,296 19 | 3,478 05 | 900 00 |
| 32 | Oshawa | 1 | 68 50 | 526 75 | 3 00 | 598 25 | 425 00 |
| 33 | Owen Sound | 1 | 110 75 | 1,513 97 | 1,293 44 | 2,918 16 | 1,070 00 |
| 34 | Paris | 1 | 69 50 | 662 43 | 571 48 | 1,303 41 | 400 00 |
| 35 | Parkhill | 1 | 23 00 | 404 00 | 83 99 | 510 99 | 370 00 |
| 36 | Pembroke | 1 | 333 00 | 3,813 43 | 1,115 30 | 5,261 73 | 3,145 50 |
| 37 | Perth | 1 | 182 25 | 1,195 00 | 329 88 | 1,707 13 | 1,253 25 |
| 38 | Picton | 1 | 54 50 | 582 60 | 1,016 61 | 1,653 71 | 400 00 |
| 39 | Prescott | 1 | 127 50 | 1,650 72 | 6,916 66 | 8,694 88 | 1,401 44 |
| 40 | Preston | 1 | 83 50 | 809 00 | 555 52 | 1,448 02 | 666 45 |
| 41 | Rainy River | 1 | 44 00 | 952 97 | 19 73 | 1,016 70 | 585 00 |
| 42 | Renfrew | 2 | 197 50 | 2,140 78 | 1,006 41 | 3,344 69 | 1,511 50 |
| 43 | Rockland | 2 | 227 75 | 4,589 59 | 58 25 | 4,875 59 | 2,780 00 |
| 44 | St. Mary's | 1 | 62 75 | 496 96 | 530 46 | 1,090 17 | 450 00 |
| 45 | Sandwich | 1 | 157 00 | 1,041 29 | 968 27 | 2,166 56 | 966 00 |
| 46 | Sarnia | 2 | 243 50 | 2,474 05 | 709 24 | 3,426 79 | 1,382 50 |
| 47 | Sault Ste. Marie | 2 | 268 00 | 3,991 04 | 2,036 45 | 6,295 49 | 1,765 00 |
| 48 | Seaforth | 1 | 54 00 | 684 13 | 153 65 | 891 78 | 723 60 |
| 49 | Steelton | 1 | 154 00 | 2,900 00 | 2,220 81 | 5,274 81 | 2,090 00 |
| 50 | Sturgeon Falls | 1 | 275 00 | 4,514 49 | 1,573 71 | 6,363 20 | 2,440 00 |

SEPARATE SCHOOLS—Continued

Statement, Teachers, etc.—Continued.

| | penditure. | | | | | Teachers. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses. | Libraries, maps, apparatus, prizes and school books. | All other purposes. | Total amount expended. | Balances. | Number of Teachers. | Male. | Female. | Average salary, male. | Average salary, female. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 1 | 171 97 | ..... | 3,319 32 | 5,375 79 | 138 82 | 9 | ..... | 9 | ..... | 200 |
| 2 | 163 08 | ..... | 309 11 | 1,439 69 | 33 80 | 3 | ..... | 3 | ..... | 342 |
| 3 | 89 37 | ..... | 3,267 93 | 4,594 55 | 1,230 90 | 7 | ..... | 7 | ..... | 200 |
| 4 | 506 39 | ..... | 1,672 68 | 5,029 07 | ..... | 7 | ..... | 7 | ..... | 321 |
| 5 | 321 23 | ..... | 1,367 41 | 2,637 39 | 668 48 | 4 | ..... | 4 | ..... | 225 |
| 6 | 2,088 26 | 228 92 | 823 90 | 6,870 08 | 486 93 | 10 | ..... | 10 | ..... | 373 |
| 7 | 961 50 | 318 75 | 417 34 | 3,190 09 | 1,429 41 | 6 | ..... | 6 | ..... | 300 |
| 8 | 182 87 | 44 62 | 372 41 | 1,719 90 | 743 78 | 3 | 1 | 2 | 525 | 300 |
| 9 | ..... | 9 75 | 1,514 89 | 3,935 89 | 10 54 | 8 | ..... | 8 | ..... | 300 |
| 10 | 215 61 | 66 78 | 413 82 | 1,518 52 | 58 84 | 2 | 1 | 1 | 550 | 300 |
| 11 | 11,299 36 | 295 97 | 616 30 | 13,496 63 | 423 96 | 5 | ..... | 5 | ..... | 420 |
| 12 | ..... | ..... | 390 15 | 1,473 90 | 6 00 | 4 | ..... | 4 | ..... | 250 |
| 13 | ..... | 24 88 | 599 26 | 1,619 14 | 12 54 | 2 | ..... | 2 | ..... | 475 |
| 14 | 123 80 | 15 00 | 3,088 01 | 8,377 37 | 204 63 | 16 | 1 | 15 | 800 | 280 |
| 15 | 21 00 | 8 22 | 368 65 | 1,031 62 | 414 56 | 3 | ..... | 3 | ..... | 200 |
| 16 | 816 00 | 77 05 | 71 50 | 1,564 55 | 132 35 | 1 | ..... | 1 | ..... | 600 |
| 17 | 182 47 | ..... | 371 81 | 954 28 | 392 55 | 1 | ..... | 1 | ..... | 400 |
| 18 | ..... | ..... | 285 30 | 810 30 | 19 53 | 2 | ..... | 2 | ..... | 250 |
| 19 | 1,514 56 | 282 51 | 838 56 | 5,515 63 | 596 72 | 16 | ..... | 16 | ..... | 200 |
| 20 | ..... | 29 64 | 445 25 | 1,072 39 | 31 49 | 2 | ..... | 2 | ..... | 287 |
| 21 | 249 15 | 36 75 | 127 10 | 948 00 | 74 85 | 1 | ..... | 1 | ..... | 500 |
| 22 | 301 30 | 92 61 | 2,062 74 | 3,820 15 | ..... | 5 | ..... | 5 | ..... | 269 |
| 23 | ..... | ..... | 383 54 | 783 54 | 34 71 | 1 | ..... | 1 | ..... | 400 |
| 24 | 6,917 94 | ..... | 559 98 | 10,277 92 | 64 87 | 7 | 1 | 6 | 800 | 333 |
| 25 | 344 06 | 4 25 | 229 12 | 1,447 43 | 548 38 | 2 | ..... | 2 | ..... | 475 |
| 26 | 1,400 19 | 80 55 | 481 14 | 3,492 39 | 1,753 29 | 5 | 1 | 4 | 700 | 250 |
| 27 | ..... | 9 00 | 173 60 | 682 60 | 322 84 | 2 | ..... | 2 | ..... | 250 |
| 28 | ..... | ..... | 150 00 | 500 00 | 102 99 | 1 | ..... | 1 | ..... | 400 |
| 29 | 2,024 28 | 62 97 | 1,057 47 | 7,096 22 | ..... | 11 | ..... | 11 | ..... | 423 |
| 30 | 179 89 | ..... | 14 08 | 598 97 | 63 67 | 1 | ..... | 1 | ..... | 375 |
| 31 | ..... | 90 93 | 823 16 | 1,814 09 | 1,663 96 | 4 | ..... | 4 | ..... | 225 |
| 32 | ..... | 13 50 | 156 50 | 595 00 | 3 25 | 2 | ..... | 2 | ..... | 200 |
| 33 | 343 26 | 100 00 | 217 99 | 1,731 25 | 1,186 91 | 3 | 1 | 2 | 650 | 412 |
| 34 | ..... | 31 88 | 123 18 | 555 06 | 748 35 | 2 | ..... | 2 | ..... | 200 |
| 35 | ..... | ..... | 114 13 | 484 13 | 26 86 | 1 | ..... | 1 | ..... | 400 |
| 36 | 646 87 | 444 14 | 870 75 | 5,107 26 | 154 47 | 10 | ..... | 10 | ..... | 293 |
| 37 | 158 54 | 7 20 | 217 50 | 1,636 49 | 70 64 | 4 | ..... | 4 | ..... | 300 |
| 38 | ..... | 24 25 | 98 92 | 523 17 | 1,130 54 | 1 | ..... | 1 | ..... | 400 |
| 39 | 4,964 00 | ..... | 687 79 | 7,053 23 | 1,641 65 | 4 | ..... | 4 | ..... | 325 |
| 40 | 293 75 | ..... | 221 48 | 1,181 68 | 266 34 | 2 | ..... | 2 | ..... | 387 |
| 41 | 252 18 | ..... | 73 65 | 910 83 | 105 87 | 1 | ..... | 1 | ..... | 650 |
| 42 | 20 70 | 14 47 | 1,175 46 | 2,722 13 | 622 56 | 6 | ..... | 6 | ..... | 250 |
| 43 | 1,151 33 | 359 75 | 584 51 | 4,875 59 | ..... | 13 | ..... | 13 | ..... | 238 |
| 44 | 105 00 | 170 00 | 75 71 | 800 71 | 289 46 | 1 | ..... | 1 | ..... | 450 |
| 45 | 244 16 | 10 00 | 518 14 | 1,738 30 | 428 26 | 4 | ..... | 4 | ..... | 275 |
| 46 | 307 34 | ..... | 371 88 | 2,061 72 | 1,365 07 | 6 | ..... | 6 | ..... | 217 |
| 47 | 637 75 | 354 49 | 1,073 72 | 3,830 96 | 2,464 53 | 5 | ..... | 5 | ..... | 390 |
| 48 | 38 14 | 28 49 | 34 85 | 825 08 | 66 70 | 2 | ..... | 2 | ..... | 350 |
| 49 | ..... | 42 60 | 782 50 | 2,915 10 | 2,359 71 | 5 | 1 | 4 | 700 | 412 |
| 50 | 2,093 77 | 186 15 | 355 20 | 5,075 12 | 1,288 08 | 8 | ..... | 8 | ..... | 300 |

ROMAN CATHOLIC

I.—Table F.—Financial

| Towns.—Continued. | Number of Schools. | Receipts. Legislative Grants. | Municipal grants and assessments. | Balances, subscribed and other sources. | Total amount received. | Ex- Teachers' Salaries. |
|---|---|---|---|---|---|---|
| | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 51 Sudbury | 2 | 271 00 | 3,608 50 | 324 08 | 4,203 58 | 2,236 67 |
| 52 Thorold | 1 | 95 37 | 885 00 | 34 03 | 1,014 40 | 650 00 |
| 53 Trenton | 1 | 113 50 | 1,214 25 | 299 76 | 1,627 51 | 500 00 |
| 54 Vankleek Hill | 1 | 140 00 | 1,244 60 | 546 55 | 1,931 15 | 1,000 00 |
| 55 Walkerton | 1 | 134 50 | 1,125 12 | 636 92 | 1,896 54 | 840 50 |
| 56 Walkerville | 1 | 84 50 | 668 94 | 539 53 | 1,292 97 | 897 50 |
| 57 Wallaceburg | 1 | 199 99 | 1,754 64 | 2,134 20 | 4,088 83 | 1,063 75 |
| 58 Waterloo | 1 | 144 75 | 2,065 70 | 63 04 | 2,273 49 | 842 75 |
| 59 Whitby | 1 | 46 50 | 261 14 | 166 11 | 473 75 | 382 50 |
| Totals | 75 | 11,413 18 | 114,562 81 | 67,021 77 | 192,997 76 | 77,458 04 |
| Totals. | | | | | | |
| 1 Rural Schools | 284 | 24,484 74 | 132,458 26 | 70,642 97 | 227,585 97 | 114,826 33 |
| 2 Cities | 91 | 17,670 97 | 283,167 03 | 190,936 48 | 491,774 48 | 204,372 48 |
| 3 Towns | 75 | 11,413 18 | 114,562 81 | 67,021 77 | 192,997 76 | 77,458 04 |
| 4 Villages | 17 | 1,775 55 | 14,521 67 | 6,948 28 | 23,245 50 | 11,233 00 |
| 5 Grand Totals, 1909 | 467 | 55,344 44 | 544,709 77 | 335,549 50 | 935,603 71 | 407,889 85 |
| 6 Grand Totals, 1908 | 465 | 56,347 85 | 521,436 71 | 266,283 72 | 844,068 28 | 323,303 01 |
| 7 Increases | 2 | ..... | 23,273 06 | 69,265 78 | 91,535 43 | 84,586 84 |
| 8 Decreases | .... | 1,003 41 | ..... | ..... | ..... | ..... |
| 9 Percentages | .... | 5.91 | 58.22 | 35.86 | ..... | 49.73 |

Cost per pupil, enrolled attendance: Rural Schools, $11.61; Cities, $19.55;

SEPARATE SCHOOLS—Continued

Statement, Teachers, etc.—Concluded.

| | penditure. | | | | | Teachers. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses. | Libraries, maps, apparatus, prizes and school books. | All other purposes. | Total amount expended. | Balances. | Number of Teachers. | Male. | Female. | Average salary, male. | Average salary, female. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 51 | 1,098 86 | 289 55 | 578 50 | 4,203 58 | ..... | 8 | ..... | 8 | ..... | 362 |
| 52 | 14 42 | ..... | 326 56 | 990 98 | 23 42 | 3 | ..... | 3 | ..... | 216 |
| 53 | ..... | 33 00 | 663 08 | 1,196 08 | 431 43 | 4 | ..... | 4 | ..... | 250 |
| 54 | ..... | 19 36 | 250 00 | 1,269 36 | 661 79 | 5 | ..... | 5 | ..... | 200 |
| 55 | ..... | ..... | 959 61 | 1,800 11 | 96 43 | 4 | ..... | 4 | ..... | 200 |
| 56 | ..... | 10 51 | 368 46 | 1,276 47 | 16 50 | 2 | ..... | 2 | ..... | 425 |
| 57 | 404 81 | 56 79 | 385 95 | 1,911 30 | 2,177 53 | 4 | ..... | 4 | ..... | 250 |
| 58 | 320 97 | 54 11 | 992 52 | 2,210 35 | 63 14 | 4 | ..... | 4 | ..... | 200 |
| 59 | ..... | 6 00 | 85 25 | 473 75 | ..... | 1 | ..... | 1 | ..... | 360 |
| | 43,170 13 | 4,035 39 | 38,979 32 | 163,642 88 | 29,354 88 | 266 | 7 | 259 | 675 | 294 |
| 1 | 33,573 34 | 5,808 64 | 29,875 87 | 184,084 18 | 43,501 79 | 353 | 24 | 329 | 436 | 342 |
| 2 | 81,512 49 | 8,962 03 | 159,004 97 | 453,851 97 | 37,922 51 | 433 | 56 | 377 | 526 | 279 |
| 3 | 43,170 13 | 4,035 39 | 38,979 32 | 163,642 88 | 29,354 88 | 266 | 7 | 259 | 675 | 294 |
| 4 | 3,061 33 | 577 09 | 3,733 55 | 18,604 97 | 4,640 53 | 37 | ..... | 37 | ..... | 292 |
| 5 | 161,317 29 | 19,383 15 | 231,593 71 | 820,184 00 | 115,419 71 | 1,089 | 87 | 1,002 | 513 | 304 |
| 6 | 190,029 28 | 20,012 34 | 228,247 39 | 761,592 02 | 82,476 26 | 1,065 | 75 | 990 | 482 | 289 |
| 7 | ..... | ..... | 3,346 32 | 58,591 98 | 32,943 45 | 24 | 12 | 12 | 31 | 15 |
| 8 | 28,711 99 | 629 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | 19.66 | 2.36 | 28.23 | ..... | ..... | ..... | 7.98 | 92.01 | ..... | ..... |

Towns, $11.50; Villages, $10.62; Province, $14.90.

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Rural Schools. | Number of Pupils. | Boys. | Girls. | Average daily attendance. | Percentage of average to total attendance. | Read- First Reader, Part I. or Primer | First Reader, Part II. or 1st Book. | Second Book. | Third Book. |
|---|---|---|---|---|---|---|---|---|---|
| 1 Bruce | 745 | 404 | 341 | 536 | 72 | 121 | 95 | 183 | 202 |
| 2 Carleton | 1,096 | 535 | 561 | 608 | 55 | 392 | 215 | 207 | 169 |
| 3 Essex | 1,964 | 1,041 | 923 | 1,134 | 57 | 684 | 360 | 354 | 305 |
| 4 Frontenac | 354 | 176 | 178 | 204 | 57 | 69 | 43 | 52 | 79 |
| 5 Grey | 254 | 123 | 131 | 129 | 51 | 60 | 36 | 55 | 42 |
| 6 Hastings | 226 | 114 | 112 | 105 | 46 | 59 | 23 | 51 | 44 |
| 7 Huron | 406 | 204 | 202 | 247 | 61 | 77 | 45 | 74 | 69 |
| 8 Kent | 437 | 225 | 212 | 257 | 58 | 173 | 61 | 74 | 64 |
| 9 Lambton | 41 | 20 | 21 | 18 | 44 | 10 | 1 | 12 | 2 |
| 10 Lanark | 102 | 47 | 55 | 51 | 50 | 27 | 12 | 21 | 23 |
| 11 Leeds and Grenville | 62 | 32 | 30 | 27 | 43 | 12 | 9 | 13 | 10 |
| 12 Lennox and Addington | 64 | 29 | 35 | 34 | 53 | 8 | 7 | 10 | 15 |
| 13 Middlesex | 118 | 56 | 62 | 75 | 63 | 16 | 19 | 17 | 23 |
| 14 Norfolk | 74 | 30 | 44 | 46 | 62 | 18 | 10 | 9 | 12 |
| 15 Northumberland and Durham | 175 | 96 | 79 | 96 | 54 | 41 | 12 | 37 | 41 |
| 16 Ontario | 58 | 28 | 30 | 32 | 55 | 14 | 2 | 11 | 10 |
| 17 Peel | 24 | 9 | 15 | 12 | 50 | 4 | 1 | 5 | 6 |
| 18 Perth | 341 | 195 | 146 | 222 | 65 | 44 | 34 | 70 | 72 |
| 19 Peterborough | 35 | 23 | 12 | 23 | 65 | 8 | 7 | 6 | 7 |
| 20 Prescott and Russell | 5,161 | 2,576 | 2,585 | 2,944 | 57 | 2,056 | 974 | 1,013 | 731 |
| 21 Renfrew | 575 | 283 | 292 | 282 | 49 | 170 | 97 | 106 | 71 |
| 22 Simcoe | 223 | 110 | 113 | 117 | 52 | 65 | 66 | 31 | 30 |
| 23 Stormont, Dundas and Glengarry | 840 | 407 | 433 | 462 | 55 | 355 | 148 | 132 | 91 |
| 24 Victoria | 93 | 47 | 46 | 56 | 60 | 21 | 15 | 18 | 11 |
| 25 Waterloo | 486 | 269 | 217 | 294 | 60 | 122 | 60 | 114 | 97 |
| 26 Wellington | 193 | 103 | 90 | 98 | 50 | 42 | 17 | 39 | 31 |
| 27 Districts | 1,702 | 864 | 838 | 811 | 47 | 820 | 317 | 314 | 186 |
| Totals | 15,849 | 8,046 | 7,803 | 8,920 | 56 | 5,488 | 2,686 | 3,028 | 2,443 |
| Cities. | | | | | | | | | |
| 1 Belleville | 316 | 144 | 172 | 203 | 64 | 59 | 64 | 53 | 53 |
| 2 Brantford | 369 | 176 | 193 | 268 | 73 | 116 | 46 | 44 | 92 |
| 3 Chatham | 311 | 145 | 166 | 215 | 69 | 95 | 48 | 50 | 65 |
| 4 Fort William | 449 | 237 | 212 | *234 | ..... | 178 | 81 | 60 | 74 |
| 5 Guelph | 435 | 221 | 214 | 335 | 77 | 77 | 70 | 100 | 91 |
| 6 Hamilton | 1,685 | 835 | 850 | 1,276 | 76 | 489 | 275 | 255 | 371 |
| 7 Kingston | 800 | 449 | 351 | 512 | 64 | 192 | 160 | 179 | 140 |
| 8 London | 758 | 368 | 390 | 575 | 76 | 166 | 143 | 179 | 128 |
| 9 Niagara Falls | 184 | 106 | 78 | 124 | 67 | 74 | 20 | 26 | 28 |
| 10 Ottawa | 8,224 | 4,200 | 4,024 | 4,955 | 60 | 2,289 | 1,483 | 1,524 | 1,490 |
| 11 Peterborough | 822 | 434 | 388 | 589 | 72 | 177 | 118 | 117 | 167 |
| 12 Port Arthur | 311 | 156 | 155 | 230 | 73 | 62 | 43 | 81 | 77 |
| 13 St. Catharines | 382 | 199 | 183 | 278 | 73 | 89 | 25 | 83 | 79 |
| 14 St. Thomas | 217 | 108 | 109 | 197 | 90 | 31 | 26 | 32 | 75 |
| 15 Stratford | 354 | 214 | 140 | 265 | 75 | 83 | 49 | 39 | 90 |
| 16 Toronto | 6,474 | 3,491 | 2,983 | 4,026 | 62 | 1,517 | 783 | 1,450 | 1,351 |
| 17 Windsor | 1,005 | 505 | 500 | 697 | 69 | 275 | 247 | 140 | 192 |
| 18 Woodstock | 119 | 59 | 60 | 85 | 71 | 24 | 18 | 20 | 27 |
| Totals | 23,215 | 12,047 | 11,168 | 15,064 | 65 | 5,993 | 3,699 | 4,432 | 4,590 |

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.

| ing. | Fourth Book. | Beyond 4th Book. | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 133 | 11 | 660 | 618 | 645 | 647 | 693 | 304 | 251 | 476 |
| 2 | 106 | 7 | 629 | 688 | 411 | 455 | 735 | 532 | 188 | 579 |
| 3 | 250 | 11 | 1,522 | 1,131 | 808 | 948 | 1,066 | 737 | 341 | 626 |
| 4 | 104 | 7 | 208 | 211 | 102 | 227 | 223 | 203 | 138 | 176 |
| 5 | 55 | 6 | 229 | 166 | 159 | 199 | 195 | 148 | 69 | 95 |
| 6 | 46 | 3 | 205 | 154 | 76 | 119 | 155 | 95 | 63 | 111 |
| 7 | 126 | 15 | 406 | 284 | 309 | 302 | 305 | 260 | 164 | 217 |
| 8 | 55 | 10 | 202 | 188 | 241 | 252 | 220 | 161 | 173 | 198 |
| 9 | 11 | 5 | 41 | 30 | 41 | 30 | 30 | 30 | 16 | 18 |
| 10 | 18 | 1 | 78 | 80 | 78 | 94 | 82 | 44 | 35 | 44 |
| 11 | 17 | 1 | 59 | 40 | ..... | 33 | 42 | 31 | 20 | 28 |
| 12 | 22 | 2 | 64 | 51 | ..... | 54 | 54 | 36 | 39 | 39 |
| 13 | 40 | 3 | 118 | 107 | 67 | 91 | 115 | 80 | 54 | 65 |
| 14 | 25 | ..... | 74 | 46 | 74 | 56 | 74 | 37 | 37 | 37 |
| 15 | 43 | 1 | 142 | 127 | 76 | 124 | 121 | 86 | 102 | 102 |
| 16 | 17 | 4 | 46 | 42 | ..... | 42 | 42 | 21 | 21 | 21 |
| 17 | 5 | 3 | 24 | 19 | ..... | 24 | 19 | 14 | 14 | 14 |
| 18 | 106 | 15 | 332 | 290 | 278 | 316 | 315 | 254 | 168 | 252 |
| 19 | 7 | ..... | 35 | 27 | ..... | 14 | 20 | 14 | 7 | 7 |
| 20 | 346 | 41 | 3,210 | 2,913 | 1,690 | 2,165 | 2,986 | 2,258 | 467 | 1,643 |
| 21 | 114 | 17 | 200 | 222 | 74 | 307 | 302 | 241 | 183 | 214 |
| 22 | 31 | ..... | 223 | 147 | 223 | 143 | 147 | 64 | 33 | 64 |
| 23 | 99 | 15 | 329 | 364 | 169 | 293 | 428 | 307 | 190 | 265 |
| 24 | 25 | 3 | 93 | 57 | 93 | 93 | 93 | 37 | 35 | 37 |
| 25 | 89 | 4 | 474 | 367 | 474 | 384 | 384 | 210 | 91 | 141 |
| 26 | 59 | 5 | 178 | 128 | 19 | 147 | 148 | 100 | 82 | 102 |
| 27 | 61 | 4 | 626 | 665 | 225 | 317 | 480 | 452 | 43 | 360 |
| | 2,010 | 194 | 10,407 | 9,162 | 6,332 | 7,876 | 9,474 | 6,756 | 3,024 | 5,931 |
| 1 | 87 | ..... | 316 | 257 | 316 | 316 | 257 | 140 | 140 | 257 |
| 2 | 71 | ..... | 369 | 369 | ..... | 369 | 369 | 163 | 163 | 163 |
| 3 | 53 | ..... | 311 | 311 | 311 | 311 | 311 | 168 | 168 | 168 |
| 4 | 56 | ..... | 449 | 190 | 449 | 130 | 190 | 190 | 130 | 130 |
| 5 | 97 | ..... | 435 | 435 | 435 | 435 | 435 | 188 | 188 | 288 |
| 6 | 185 | 110 | 1,685 | 1,685 | 1,685 | 1,685 | 1,685 | 1,328 | 716 | 794 |
| 7 | 129 | ..... | 800 | 448 | 800 | 448 | 448 | 269 | 129 | 269 |
| 8 | 142 | ..... | 758 | 758 | 758 | 758 | 758 | 233 | 142 | 412 |
| 9 | 36 | ..... | 184 | 184 | 184 | 184 | 184 | 64 | 64 | 64 |
| 10 | 1,144 | 294 | 7,841 | 7,426 | 5,654 | 6,258 | 6,780 | 5,239 | 1,301 | 5,798 |
| 11 | 243 | ..... | 822 | 672 | 822 | 755 | 755 | 432 | 337 | 474 |
| 12 | 48 | ..... | 311 | 248 | 311 | 311 | 248 | 125 | 125 | 125 |
| 13 | 106 | ..... | 310 | 310 | 382 | 382 | 310 | 185 | 106 | 185 |
| 14 | 53 | ..... | 217 | 217 | 217 | 217 | 217 | 128 | 128 | 128 |
| 15 | 93 | ..... | 354 | 321 | 354 | 321 | 321 | 266 | 222 | 261 |
| 16 | 995 | 378 | 6,275 | 6,184 | 6,474 | 5,576 | 6,474 | 3,026 | 2,250 | 4,240 |
| 17 | 151 | ..... | 1,005 | 1,005 | 1,005 | 1,005 | 1,005 | 343 | 151 | 343 |
| 18 | 30 | ..... | 119 | 119 | 62 | 119 | 119 | 57 | 30 | 57 |
| | 3,719 | 782 | 22,561 | 21,139 | 20,219 | 19,580 | 20,866 | 12,544 | 6,490 | 14,156 |

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Rural Schools.—Continued. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. | Algebra. | Geometry. |
|---|---|---|---|---|---|---|---|
| 1 Bruce | 610 | 682 | 567 | 9 | 101 | 11 | 10 |
| 2 Carleton | 469 | 721 | 506 | 18 | 125 | 6 | 6 |
| 3 Essex | 784 | 1,325 | 1,079 | 8 | 257 | 8 | 8 |
| 4 Frontenac | 156 | 242 | 117 | 6 | 6 | 6 | 6 |
| 5 Grey | 140 | 171 | 169 | 2 | 8 | 5 | 2 |
| 6 Hastings | 152 | 217 | 76 | 3 | 12 | 3 | 1 |
| 7 Huron | 249 | 379 | 406 | 15 | 74 | 15 | 15 |
| 8 Kent | 142 | 296 | 165 | 3 | 71 | 8 | 6 |
| 9 Lambton | 30 | 30 | 41 | 5 | 5 | 5 | 5 |
| 10 Lanark | 61 | 100 | 45 | 1 | 1 | 1 | 1 |
| 11 Leeds and Grenville | 25 | 42 | 11 | 1 | 7 | 1 | 1 |
| 12 Lennox and Addington | 64 | 64 | 20 | 2 | 14 | 2 | 2 |
| 13 Middlesex | 84 | 118 | 76 | 6 | 6 | 6 | 6 |
| 14 Norfolk | 37 | 46 | 74 | ..... | ..... | ..... | ..... |
| 15 Northumberland and Durham | 81 | 141 | 122 | ..... | 1 | 1 | 1 |
| 16 Ontario | 21 | 52 | 56 | ..... | 21 | 4 | 4 |
| 17 Peel | 24 | 24 | 24 | 3 | 8 | 3 | 3 |
| 18 Perth | 263 | 332 | 174 | 15 | 20 | 15 | 15 |
| 19 Peterborough | 14 | 7 | ..... | ..... | ..... | ..... | ..... |
| 20 Prescott and Russell | 1,765 | 1,945 | 1,503 | 156 | 479 | 42 | 39 |
| 21 Renfrew | 178 | 287 | 212 | 14 | 35 | 17 | 17 |
| 22 Simcoe | 64 | 223 | 223 | ..... | 15 | ..... | ..... |
| 23 Stormont, Dundas and Glengarry | 209 | 403 | 30 | 18 | 148 | 15 | 15 |
| 24 Victoria | 79 | 93 | 28 | 3 | 12 | 3 | 3 |
| 25 Waterloo | 330 | 395 | 422 | ..... | 75 | ..... | ..... |
| 26 Wellington | 110 | 123 | ..... | 4 | 5 | 5 | 4 |
| 27 Districts | 283 | 210 | 222 | 14 | 29 | 2 | 2 |
| Totals | 6,424 | 8,668 | 6,368 | 306 | 1,535 | 184 | 172 |
| Cities. | | | | | | | |
| 1 Belleville | 316 | 316 | 316 | ..... | ..... | ..... | ..... |
| 2 Brantford | 369 | 369 | 369 | ..... | ..... | ..... | ..... |
| 3 Chatham | 311 | 311 | 311 | ..... | 168 | ..... | ..... |
| 4 Fort William | 449 | 449 | 449 | ..... | 130 | ..... | ..... |
| 5 Guelph | 435 | 435 | 435 | ..... | ..... | ..... | ..... |
| 6 Hamilton | 1,532 | 1,575 | 1,685 | 110 | 110 | ..... | ..... |
| 7 Kingston | 269 | 800 | 800 | ..... | ..... | ..... | ..... |
| 8 London | 758 | 758 | 758 | ..... | ..... | ..... | ..... |
| 9 Niagara Falls | 64 | 184 | 184 | ..... | ..... | ..... | ..... |
| 10 Ottawa | 6,901 | 7,455 | 6,675 | 279 | 1,248 | 1,248 | 148 |
| 11 Peterborough | 243 | 822 | 784 | ..... | 325 | ..... | ..... |
| 12 Port Arthur | 311 | 311 | 311 | ..... | ..... | ..... | ..... |
| 13 St. Catharines | 185 | 382 | 382 | ..... | ..... | ..... | ..... |
| 14 St. Thomas | 217 | 217 | 217 | ..... | ..... | ..... | ..... |
| 15 Stratford | 261 | 354 | ..... | ..... | ..... | ..... | ..... |
| 16 Toronto | 5,674 | 5,940 | 2,250 | 205 | 258 | 258 | 258 |
| 17 Windsor | 1,005 | 1,005 | 1,005 | ..... | ..... | ..... | ..... |
| 18 Woodstock | 57 | 119 | 119 | ..... | ..... | ..... | ..... |
| **Totals** | 19,357 | 21,802 | 17,050 | 594 | 2,239 | 1,506 | 406 |

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

| | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. | Maps and Prizes. Number of Maps. | Maps and Prizes. Number of Schools giving Prizes. | Number of Trees planted on Arbor Day. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | ..... | 352 | ..... | ..... | ..... | ..... | 283 | 99 | 1 | 24 |
| 2 | ..... | 699 | ..... | 57 | ..... | 96 | 429 | 29 | 134 | 5 | 38 |
| 3 | 1 | 1,409 | ..... | 33 | 7 | ..... | 45 | ..... | 250 | 14 | 78 |
| 4 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 71 | 4 | 4 |
| 5 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 69 | 4 | 4 |
| 6 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 39 | ..... | ..... |
| 7 | ..... | ..... | ..... | 14 | 11 | 26 | ..... | ..... | 94 | 6 | 43 |
| 8 | 1 | 275 | ..... | 7 | ..... | 50 | 66 | ..... | 86 | 5 | 11 |
| 9 | ..... | ..... | ..... | ..... | 5 | 30 | ..... | ..... | 13 | ..... | ..... |
| 10 | 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | 18 | 1 | 3 |
| 11 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 29 | 1 | ..... |
| 12 | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | 18 | ..... | ..... |
| 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 | 2 | 2 |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 1 | 2 |
| 15 | 1 | 1 | ..... | ..... | ..... | ..... | 22 | 14 | 48 | 3 | ..... |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | ..... | ..... |
| 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... |
| 18 | ..... | ..... | ..... | 4 | 10 | ..... | ..... | ..... | 80 | 4 | 10 |
| 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... |
| 20 | ..... | 4,875 | ..... | 251 | 60 | 342 | 1,012 | 85 | 412 | 40 | 144 |
| 21 | 15 | 46 | ..... | 14 | 15 | 24 | 29 | ..... | 101 | 6 | 16 |
| 22 | ..... | 186 | ..... | ..... | ..... | ..... | 27 | ..... | 25 | ..... | 8 |
| 23 | 15 | 417 | ..... | 18 | 39 | 51 | ..... | ..... | 90 | 3 | 8 |
| 24 | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 1 | 60 |
| 25 | ..... | ..... | 327 | ..... | ..... | ..... | 101 | 136 | 95 | 4 | 59 |
| 26 | 1 | 1 | ..... | ..... | 2 | ..... | ..... | ..... | 28 | 1 | 8 |
| 27 | ..... | 1,372 | ..... | 2 | 10 | 269 | 29 | 5 | 134 | 19 | 3 |
| | 41 | 9,286 | 679 | 402 | 161 | 888 | 1,760 | 552 | 2,035 | 126 | 525 |
| 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | ..... | ..... |
| 2 | ..... | ..... | ..... | 71 | ..... | ..... | ..... | ..... | 23 | ..... | ..... |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | 311 | 89 | 6 | 1 | ..... |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 34 | ..... | ..... |
| 6 | ..... | 26 | ..... | ..... | 110 | ..... | ..... | ..... | 85 | 9 | ..... |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 23 | 3 | ..... |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 75 | ..... | ..... |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... | ..... |
| 10 | 56 | 4,550 | 16 | 1,306 | 928 | 956 | 2,786 | 879 | 395 | ..... | 27 |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 27 | ..... | ..... |
| 12 | ..... | 206 | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... |
| 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 28 | ..... | ..... |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 1 | ..... |
| 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18 | ..... | ..... |
| 16 | 272 | 516 | ..... | 174 | 124 | ..... | ..... | ..... | 178 | ..... | ..... |
| 17 | ..... | 344 | ..... | ..... | ..... | ..... | ..... | ..... | 23 | 3 | ..... |
| 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 1 | ..... |
| | 328 | 5,642 | 16 | 1,551 | 1,162 | 956 | 3,097 | 968 | 991 | 20 | 27 |

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Towns. | Number of Pupils. | Boys. | Girls. | Average daily attendance. | Percentage of average to total attendance. | Read- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | First Reader, Part I. or Primer. | First Reader, Part II. or 1st Book. | Second Book. | Third Book. |
| 1 Alexandria | 555 | 276 | 279 | 322 | 58 | 214 | 61 | 104 | 115 |
| 2 Almonte | 127 | 74 | 53 | 80 | 63 | 33 | 16 | 29 | 20 |
| 3 Amherstburg | 380 | 154 | 226 | 256 | 67 | 115 | 43 | 67 | 62 |
| 4 Arnprior | 398 | 215 | 183 | 285 | 72 | 150 | 65 | 61 | 89 |
| 5 Barrie | 132 | 79 | 53 | 93 | 70 | 20 | 11 | 34 | 30 |
| 6 Berlin | 603 | 325 | 278 | 423 | 70 | 125 | 75 | 126 | 153 |
| 7 Blind River | 302 | 145 | 157 | 198 | 65 | 137 | 58 | 54 | 20 |
| 8 Bonfield | 140 | 70 | 70 | 75 | 53 | 68 | 25 | 21 | 15 |
| 9 Brockville | 354 | 174 | 180 | 263 | 74 | 85 | 37 | 77 | 79 |
| 10 Cache Bay | 130 | 72 | 58 | 69 | 53 | 67 | 26 | 23 | 7 |
| 11 Cobalt | 434 | 231 | 203 | 257 | 59 | 264 | 69 | 52 | 40 |
| 12 Cobourg | 194 | 90 | 104 | 127 | 65 | 43 | 34 | 31 | 34 |
| 13 Collingwood | 106 | 51 | 55 | 75 | 71 | 25 | 21 | 16 | 27 |
| 14 Cornwall | 979 | 495 | 484 | 635 | 65 | 258 | 179 | 202 | 199 |
| 15 Dundas | 130 | 78 | 52 | 75 | 58 | 40 | 12 | 27 | 27 |
| 16 Fort Frances | 62 | 40 | 22 | 33 | 53 | 19 | 14 | 8 | 11 |
| 17 Galt | 90 | 47 | 43 | 64 | 71 | 29 | 16 | 18 | 17 |
| 18 Goderich | 72 | 40 | 32 | 63 | 87 | 15 | 8 | 11 | 14 |
| 19 Hawkesbury | 1,019 | 518 | 501 | 661 | 65 | 268 | 281 | 263 | 130 |
| 20 Ingersoll | 78 | 45 | 33 | 72 | 92 | 14 | 8 | 16 | 22 |
| 21 Keewatin | 55 | 33 | 22 | 27 | 49 | 19 | 5 | 9 | 11 |
| 22 Kenora | 233 | 105 | 128 | 133 | 57 | 76 | 62 | 54 | 25 |
| 23 Latchford | 44 | 25 | 19 | 24 | 55 | 17 | 6 | 14 | 7 |
| 24 Lindsay | 306 | 155 | 151 | 223 | 73 | 68 | 41 | 66 | 55 |
| 25 Massey | 140 | 72 | 68 | 68 | 48 | 58 | 29 | 24 | 13 |
| 26 Mattawa | 240 | 116 | 124 | 176 | 86 | 72 | 34 | 41 | 48 |
| 27 Mount Forest | 84 | 39 | 45 | 59 | 70 | 18 | 6 | 18 | 22 |
| 28 Newmarket | 61 | 34 | 27 | 43 | 70 | 17 | 10 | 11 | 6 |
| 29 North Bay | 540 | 278 | 262 | 408 | 76 | 138 | 103 | 128 | 84 |
| 30 Oakville | 46 | 17 | 29 | 34 | 74 | 3 | 5 | 12 | 14 |
| 31 Orillia | 206 | 111 | 95 | 149 | 72 | 24 | 21 | 55 | 47 |
| 32 Oshawa | 88 | 51 | 37 | 57 | 65 | 24 | 8 | 16 | 24 |
| 33 Owen Sound | 149 | 76 | 73 | 90 | 60 | 48 | 20 | 21 | 31 |
| 34 Paris | 70 | 28 | 42 | 46 | 65 | 14 | 8 | 22 | 15 |
| 35 Parkhill | 46 | 27 | 19 | 31 | 67 | 5 | 6 | 6 | 11 |
| 36 Pembroke | 481 | 246 | 235 | 300 | 62 | 150 | 97 | 91 | 78 |
| 37 Perth | 237 | 120 | 117 | 179 | 75 | 66 | 40 | 28 | 50 |
| 38 Picton | 47 | 26 | 21 | 34 | 72 | 7 | 10 | 7 | 12 |
| 39 Prescott | 164 | 76 | 88 | 127 | 77 | 27 | 18 | 33 | 41 |
| 40 Preston | 110 | 63 | 47 | 89 | 81 | 41 | 16 | 17 | 18 |
| 41 Rainy River | 98 | 43 | 55 | 51 | 52 | 45 | 7 | 22 | 14 |
| 42 Renfrew | 331 | 180 | 151 | 219 | 66 | 109 | 54 | 49 | 57 |
| 43 Rockland | 771 | 373 | 398 | 528 | 68 | 304 | 156 | 150 | 90 |
| 44 St. Mary's | 68 | 28 | 40 | 46 | 68 | 18 | 9 | 11 | 14 |
| 45 Sandwich | 219 | 113 | 106 | 129 | 59 | 83 | 28 | 60 | 20 |
| 46 Sarnia | 271 | 129 | 142 | 215 | 79 | 70 | 53 | 49 | 48 |
| 47 Sault Ste. Marie | 282 | 127 | 155 | 179 | 63 | 85 | 31 | 47 | 55 |
| 48 Seaforth | 78 | 27 | 51 | 48 | 61 | 19 | 7 | 10 | 20 |
| 49 Steelton | 247 | 132 | 115 | 170 | 69 | 65 | 48 | 40 | 53 |
| 50 Sturgeon Falls | 518 | 232 | 286 | 279 | 54 | 248 | 101 | 78 | 52 |
| 51 Sudbury | 458 | 240 | 218 | 262 | 57 | 202 | 54 | 92 | 44 |

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

| ing. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fourth Book. | Beyond 4th Book. | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
| 1 | 61 | ..... | 555 | 555 | 555 | 341 | 555 | 341 | 280 | 280 |
| 2 | 29 | ..... | 127 | 78 | ..... | 78 | 78 | 49 | 36 | 36 |
| 3 | 44 | 49 | 380 | 372 | 380 | 380 | 380 | 219 | 93 | 155 |
| 4 | 33 | ..... | ..... | 263 | 398 | 263 | 263 | 137 | 88 | 137 |
| 5 | 37 | ..... | 132 | 132 | 132 | 132 | 132 | 67 | 37 | 67 |
| 6 | 124 | ..... | 603 | 603 | 603 | 603 | 603 | 277 | 64 | 277 |
| 7 | 33 | ..... | 302 | 302 | 302 | 302 | 302 | 53 | 53 | 302 |
| 8 | 10 | 1 | 109 | 78 | ..... | 11 | 86 | 11 | 12 | 54 |
| 9 | 76 | ..... | 354 | 232 | 354 | 354 | 232 | 232 | 232 | 232 |
| 10 | 7 | ..... | 37 | 37 | ..... | 14 | 37 | 14 | 7 | 37 |
| 11 | 9 | ..... | 434 | 101 | ..... | 434 | 434 | 101 | 9 | 49 |
| 12 | 52 | ..... | 194 | 117 | 194 | 117 | 194 | 86 | 86 | 86 |
| 13 | 17 | ..... | 106 | 81 | 106 | 81 | 81 | 44 | 60 | 81 |
| 14 | 141 | ..... | 979 | 979 | 979 | 979 | 979 | 340 | 141 | 340 |
| 15 | 24 | ..... | 130 | 130 | 130 | 130 | 130 | 78 | 78 | 78 |
| 16 | 10 | ..... | 43 | 29 | ..... | 29 | 29 | 21 | 21 | 21 |
| 17 | 10 | ..... | 27 | 45 | 45 | 61 | 61 | 27 | 10 | 27 |
| 18 | 24 | ..... | 72 | 57 | 72 | 57 | 57 | 38 | 38 | 49 |
| 19 | 54 | 23 | 1,019 | 751 | ..... | 751 | 1,019 | 470 | 77 | 470 |
| 20 | 18 | ..... | 78 | 56 | 78 | 36 | 65 | 40 | 40 | 40 |
| 21 | 11 | ..... | 31 | 31 | ..... | 36 | 36 | 22 | 11 | 22 |
| 22 | 16 | ..... | 182 | 214 | 182 | 95 | 112 | 95 | 89 | 191 |
| 23 | ..... | ..... | 27 | 7 | ..... | 27 | 21 | 21 | ..... | 7 |
| 24 | 76 | ..... | 197 | 197 | 306 | 197 | 197 | 131 | 76 | 131 |
| 25 | 16 | ..... | 53 | 53 | ..... | 53 | 53 | 53 | 16 | 16 |
| 26 | 39 | 6 | 240 | 134 | 240 | 134 | 134 | 134 | 45 | 45 |
| 27 | 20 | ..... | 84 | 60 | 84 | 60 | 60 | 42 | 42 | 42 |
| 28 | 17 | ..... | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 |
| 29 | 87 | ..... | 540 | 299 | 540 | 299 | 540 | 171 | 87 | 299 |
| 30 | 12 | ..... | 46 | 38 | 46 | 43 | 38 | 26 | 12 | 26 |
| 31 | 59 | ..... | 206 | 161 | 206 | 182 | 182 | 106 | 106 | 106 |
| 32 | 16 | ..... | 88 | 88 | 88 | 88 | 88 | 56 | 16 | 40 |
| 33 | 29 | ..... | 149 | 101 | 108 | 101 | 149 | 60 | 81 | 81 |
| 34 | 11 | ..... | 70 | 70 | 70 | 70 | 70 | 48 | 48 | 48 |
| 35 | 18 | ..... | 46 | 39 | 46 | 35 | 39 | 29 | 29 | 29 |
| 36 | 65 | ..... | 481 | 481 | 481 | 481 | 481 | 143 | 143 | 234 |
| 37 | 53 | ..... | 237 | 171 | 237 | 237 | 237 | 103 | 103 | 103 |
| 38 | 11 | ..... | 47 | 30 | ..... | 30 | 47 | 23 | 11 | 23 |
| 39 | 45 | ..... | 164 | 137 | 164 | 164 | 164 | 86 | 137 | 137 |
| 40 | 18 | ..... | 69 | 69 | 110 | 110 | 69 | 69 | 18 | 36 |
| 41 | 10 | ..... | 98 | 98 | 98 | 98 | 98 | 24 | 46 | 46 |
| 42 | 62 | ..... | 331 | 331 | 331 | 265 | 265 | 119 | 168 | 168 |
| 43 | 71 | ..... | 771 | 609 | 771 | 118 | 435 | 271 | 71 | 192 |
| 44 | 16 | ..... | 41 | 41 | ..... | 68 | 68 | 30 | 16 | 30 |
| 45 | 28 | ..... | 136 | 136 | 219 | 136 | 136 | 75 | 48 | 136 |
| 46 | 51 | ..... | 271 | 148 | 30 | 148 | 201 | 148 | 51 | 99 |
| 47 | 64 | ..... | 282 | 197 | 282 | 197 | 197 | 119 | 119 | 197 |
| 48 | 22 | ..... | 65 | 50 | 65 | 65 | 56 | 42 | 42 | 42 |
| 49 | 40 | 1 | 94 | 94 | 247 | 41 | 94 | 94 | 41 | 94 |
| 50 | 39 | ..... | 270 | 179 | ..... | 179 | 179 | 179 | 179 | 179 |
| 51 | 66 | ..... | 458 | 458 | 458 | 379 | 379 | 213 | 87 | 213 |

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Towns—Continued. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. | Algebra. | Geometry. |
|---|---|---|---|---|---|---|---|
| 1 Alexandria | 280 | 555 | ..... | ..... | ..... | ..... | ..... |
| 2 Almonte | 36 | 49 | ..... | ..... | ..... | ..... | ..... |
| 3 Amherstburg | 380 | 380 | 380 | 30 | 74 | 49 | 49 |
| 4 Arnprior | 263 | 263 | 398 | ..... | ..... | ..... | ..... |
| 5 Barrie | 132 | 132 | 132 | ..... | ..... | ..... | ..... |
| 6 Berlin | 603 | 603 | ..... | ..... | ..... | ..... | ..... |
| 7 Blind River | 302 | 302 | 302 | ..... | ..... | ..... | ..... |
| 8 Bonfield | 26 | 26 | ..... | 1 | 17 | 1 | 1 |
| 9 Brockville | 232 | 354 | 354 | ..... | ..... | ..... | ..... |
| 10 Cache Bay | 7 | 14 | ..... | ..... | 14 | ..... | ..... |
| 11 Cobalt | 9 | 434 | ..... | ..... | 9 | ..... | ..... |
| 12 Cobourg | 194 | 194 | 194 | ..... | ..... | ..... | ..... |
| 13 Collingwood | 60 | 81 | 106 | ..... | ..... | ..... | ..... |
| 14 Cornwall | 979 | 979 | 979 | ..... | ..... | ..... | ..... |
| 15 Dundas | 78 | 130 | ..... | ..... | ..... | ..... | ..... |
| 16 Fort Frances | 29 | 62 | ..... | ..... | ..... | ..... | ..... |
| 17 Galt | 27 | 45 | ..... | ..... | ..... | ..... | ..... |
| 18 Goderich | 49 | 57 | 72 | ..... | ..... | ..... | ..... |
| 19 Hawkesbury | 470 | 1,019 | 1,019 | 470 | 1,019 | 23 | 23 |
| 20 Ingersoll | 56 | 78 | 78 | ..... | ..... | ..... | ..... |
| 21 Keewatin | 11 | ..... | 55 | ..... | ..... | ..... | ..... |
| 22 Kenora | 185 | 182 | 182 | ..... | 32 | ..... | ..... |
| 23 Latchford | 44 | 44 | ..... | ..... | 7 | ..... | ..... |
| 24 Lindsay | 76 | 306 | ..... | ..... | ..... | ..... | ..... |
| 25 Massey | 53 | 53 | 53 | ..... | ..... | ..... | ..... |
| 26 Mattawa | 45 | 240 | 240 | 6 | 6 | 3 | 2 |
| 27 Mount Forest | 42 | 84 | 84 | ..... | 42 | ..... | ..... |
| 28 Newmarket | 61 | 61 | 61 | ..... | ..... | ..... | ..... |
| 29 North Bay | 171 | 540 | 540 | ..... | ..... | ..... | ..... |
| 30 Oakville | 26 | 38 | 46 | ..... | ..... | ..... | ..... |
| 31 Orillia | 206 | 206 | 206 | ..... | ..... | ..... | ..... |
| 32 Oshawa | 40 | 88 | 88 | ..... | ..... | ..... | ..... |
| 33 Owen Sound | 149 | 149 | 149 | ..... | ..... | ..... | ..... |
| 34 Paris | 48 | 70 | 70 | ..... | ..... | ..... | ..... |
| 35 Parkhill | 46 | 46 | ..... | ..... | ..... | ..... | ..... |
| 36 Pembroke | 481 | 481 | 481 | ..... | ..... | ..... | ..... |
| 37 Perth | 103 | 171 | 237 | ..... | ..... | ..... | ..... |
| 38 Picton | 23 | ..... | ..... | ..... | ..... | ..... | ..... |
| 39 Prescott | 164 | 164 | 164 | ..... | ..... | ..... | ..... |
| 40 Preston | 53 | 69 | 110 | ..... | ..... | ..... | ..... |
| 41 Rainy River | 98 | 98 | 98 | ..... | 10 | ..... | ..... |
| 42 Renfrew | 119 | 331 | 90 | ..... | ..... | ..... | ..... |
| 43 Rockland | 71 | 673 | 533 | ..... | 71 | ..... | ..... |
| 44 St. Mary's | 30 | 30 | ..... | ..... | ..... | ..... | ..... |
| 45 Sandwich | 136 | 219 | 219 | ..... | ..... | ..... | ..... |
| 46 Sarnia | 99 | 271 | 271 | ..... | ..... | ..... | ..... |
| 47 Sault Ste. Marie | 197 | 282 | 282 | ..... | ..... | ..... | ..... |
| 48 Seaforth | 42 | 65 | 65 | ..... | ..... | ..... | ..... |
| 49 Steelton | 41 | 94 | 41 | ..... | 41 | 1 | 1 |
| 50 Sturgeon Falls | 91 | 179 | ..... | ..... | ..... | ..... | ..... |
| 51 Sudbury | 458 | 458 | 458 | ..... | 153 | ..... | ..... |

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

| | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. | Maps and Prizes. Number of Maps. | Maps and Prizes. No. of Schools giving prizes. | Maps and Prizes. Number of trees planted on Arbor Day. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | 6 | | |
| 2 | | | | | | | | | 10 | | |
| 3 | | 194 | | 49 | 30 | | 291 | | 20 | | |
| 4 | | | | 198 | | | | | 13 | | |
| 5 | | | | | | | | | 10 | | |
| 6 | | | 603 | | | | 63 | 61 | 29 | 1 | |
| 7 | | 270 | | | | | | | 11 | 1 | |
| 8 | | 134 | | | 1 | | | | 16 | 1 | 11 |
| 9 | | | | | | | | | 22 | | |
| 10 | | 128 | | 14 | | | | | 4 | 1 | 13 |
| 11 | | 354 | | | | | | | 14 | | |
| 12 | | | | | | | | | 13 | 1 | |
| 13 | | | | | | | | | 11 | 1 | |
| 14 | | 288 | | | | | | | 30 | 3 | |
| 15 | | | | | | | | | 8 | | |
| 16 | | | | | | | | | 8 | | |
| 17 | | | | | | | | | 5 | | |
| 18 | | | | | | | | | 12 | | |
| 19 | | 1,019 | | 23 | | | | | 28 | 2 | |
| 20 | | | | | | | | | 10 | 1 | |
| 21 | | 45 | | | | | | | 6 | | |
| 22 | | 233 | | | | | 182 | | 24 | 2 | |
| 23 | | 41 | | | | | | | 4 | 1 | |
| 24 | | | | | | | | | 10 | | |
| 25 | | 119 | | | | | | | 3 | | |
| 26 | | 196 | | 2 | 6 | | | | 23 | | |
| 27 | | | | | | | | | 12 | 1 | |
| 28 | | | | | | | | | 9 | | |
| 29 | | 146 | | | | | | 299 | 20 | 2 | |
| 30 | | | | | | | | | 4 | | |
| 31 | | | | | | | | | 15 | | |
| 32 | | | | | | | | | 4 | | |
| 33 | | | | | | | | | 11 | 1 | |
| 34 | | | | | | | | | 5 | 1 | |
| 35 | | | | | | | | | 8 | | |
| 36 | | 65 | | | | | | | 26 | 1 | |
| 37 | | | | | | | | | 9 | | |
| 38 | | | | | | | | | 9 | | |
| 39 | | | | | | | | | 12 | | |
| 40 | | | | | | | | | 10 | | |
| 41 | | 95 | | | | | | 98 | 5 | 1 | |
| 42 | | | | | | | | | 17 | 2 | |
| 43 | | 771 | | | | | | | 19 | 2 | |
| 44 | | | | | | | | | 8 | | |
| 45 | | 197 | | | | | | | 11 | 1 | |
| 46 | | | | | | | | | 10 | 2 | |
| 47 | | | | | | | | | 6 | 2 | |
| 48 | | | | | | | | | 10 | 1 | |
| 49 | | 153 | | 1 | 1 | 40 | | | 10 | 1 | |
| 50 | | 429 | | | | | | | 10 | | 10 |
| 51 | | 363 | | 213 | | | | | 9 | 2 | |

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Towns.—Continued. | Number of Pupils. | Boys. | Girls. | Average daily attendance. | Percentage of average to total attendance. | Read- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | First Reader, Part I. or Primer | First Reader, Part II. or 1st Book. | Second Book. | Third Book. |
| 52 Thorold | 127 | 66 | 61 | 89 | 70 | 32 | 17 | 16 | 26 |
| 53 Trenton | 176 | 91 | 85 | 107 | 61 | 56 | 14 | 33 | 33 |
| 54 Vankleek Hill | 230 | 103 | 127 | 128 | 55 | 63 | 32 | 65 | 33 |
| 55 Walkerton | 167 | 83 | 84 | 122 | 73 | 23 | 26 | 39 | 38 |
| 56 Walkerville | 98 | 47 | 51 | 86 | 88 | 21 | 14 | 26 | 23 |
| 57 Wallaceburg | 237 | 121 | 116 | 154 | 65 | 92 | 26 | 29 | 35 |
| 58 Waterloo | 174 | 80 | 94 | 130 | 75 | 30 | 25 | 44 | 39 |
| 59 Whitby | 37 | 21 | 16 | 23 | 62 | 5 | 8 | 7 | 6 |
| Totals | 14,219 | 7,153 | 7,066 | 9,388 | 66 | 4,451 | 2,314 | 2,780 | 2,423 |
| Totals. | | | | | | | | | |
| 1 Rural Schools | 15,849 | 8,046 | 7,803 | 8,920 | 56 | 5,488 | 2,686 | 3,028 | 2,443 |
| 2 Cities | 23,215 | 12,047 | 11,168 | 15,064 | 65 | 5,993 | 3,699 | 4,432 | 4,590 |
| 3 Towns | 14,219 | 7,153 | 7,066 | 9,388 | 66 | 4,451 | 2,314 | 2,780 | 2,423 |
| 4 Villages | 1,751 | 854 | 897 | 1,181 | 67 | 501 | 318 | 263 | 335 |
| 5 Grand Totals, 1909 | 55,034 | 28,100 | 26,934 | 34,553 | 62.78 | 16,433 | 9,017 | 10,503 | 9,791 |
| 6 Grand Totals, 1908 | 53,551 | 27,379 | 26,172 | 34,257 | 63.97 | 16,394 | 8,790 | 10,140 | 9,583 |
| 7 Increases | 1,483 | 721 | 762 | 296 | ..... | 39 | 227 | 363 | 208 |
| 8 Decreases | ..... | ..... | ..... | ..... | 1.19 | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | 51.05 | 48.94 | 62.78 | ..... | 29.86 | 16.38 | 19.08 | 17.79 |

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

| ing. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fourth Book. | Beyond 4th Book. | Art. | Geography. | Music. | Literature. | Composition. | Grammar. | English History. | Canadian History. |
| 52 | 36 | ..... | 127 | 78 | 127 | 95 | 95 | 62 | 36 | 62 |
| 53 | 40 | ..... | 176 | 176 | 176 | 176 | 120 | 73 | 73 | 73 |
| 54 | 37 | ..... | 230 | 230 | 230 | 230 | 230 | 70 | 70 | 160 |
| 55 | 41 | ..... | 167 | 167 | 167 | 167 | 167 | 167 | 41 | 79 |
| 56 | 14 | ..... | 75 | 98 | ..... | 63 | 63 | 38 | 38 | 38 |
| 57 | 40 | 15 | 237 | 145 | 237 | 237 | 237 | 145 | 90 | 119 |
| 58 | 36 | ..... | 174 | 119 | 174 | 144 | 174 | 119 | 36 | 75 |
| 59 | 11 | ..... | 17 | 24 | ..... | 24 | 32 | 17 | 11 | 17 |
| | 2,156 | 95 | 12,719 | 10,817 | 10,909 | 10,506 | 11,721 | 6,129 | 3,856 | 6,514 |
| 1 | 2,010 | 194 | 10,407 | 9,162 | 6,332 | 7,876 | 9,474 | 6,756 | 3,024 | 5,931 |
| 2 | 3,719 | 782 | 22,561 | 21,139 | 20,219 | 19,580 | 20,866 | 12,544 | 6,490 | 14,156 |
| 3 | 2,156 | 95 | 12,719 | 10,817 | 10,909 | 10,506 | 11,721 | 6,129 | 3,856 | 6,514 |
| 4 | 239 | 95 | 1,657 | 1,424 | 1,340 | 1,267 | 1,520 | 754 | 644 | 862 |
| 5 | 8,124 | 1,166 | 47,344 | 42,542 | 38,800 | 39,229 | 43,581 | 26,183 | 14,014 | 27,463 |
| 6 | 7,723 | 921 | 42,905 | 37,286 | 36,589 | 37,048 | 39,433 | 24,395 | 12,783 | 22,059 |
| 7 | 401 | 245 | 4,439 | 5,256 | 2,211 | 2,181 | 4,148 | 1,788 | 1,231 | 5,404 |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | 14.76 | 2.12 | 86.02 | 77.3 | 70.5 | 71.28 | 79.18 | 47.57 | 25.46 | 49.9 |

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

| Towns—Concluded. | Physiology and Hygiene. | Nature Study. | Physical Culture. | Bookkeeping. | Arithmetic and Mensuration. | Algebra. | Geometry. |
|---|---|---|---|---|---|---|---|
| 52 Thorold | 78 | 36 | 127 | ..... | ..... | ..... | ..... |
| 53 Trenton | 176 | 176 | 176 | ..... | ..... | ..... | ..... |
| 54 Vankleek Hill | 230 | 230 | 230 | ..... | ..... | ..... | ..... |
| 55 Walkerton | 167 | 167 | 167 | ..... | ..... | ..... | ..... |
| 56 Walkerville | 50 | 50 | 98 | ..... | ..... | ..... | ..... |
| 57 Wallaceburg | 237 | 237 | 237 | 15 | 15 | 15 | 15 |
| 58 Waterloo | 174 | 174 | 174 | ..... | ..... | ..... | ..... |
| 59 Whitby | 17 | ..... | 37 | ..... | ..... | ..... | ..... |
| Totals | 8,750 | 12,519 | 10,083 | 522 | 1,510 | 92 | 91 |
| Totals. | | | | | | | |
| 1 Rural Schools | 6,424 | 8,668 | 6,368 | 306 | 1,535 | 184 | 172 |
| 2 Cities | 19,357 | 21,802 | 17,050 | 594 | 2,239 | 1,506 | 406 |
| 3 Towns | 8,750 | 12,519 | 10,083 | 522 | 1,510 | 92 | 91 |
| 4 Villages | 1,168 | 1,566 | 909 | 103 | 141 | 95 | 95 |
| 5 Grand Totals, 1909 | 35,699 | 44,555 | 34,410 | 1,525 | 5,425 | 1,877 | 764 |
| 6 Grand Totals, 1908 | 28,600 | 39,744 | 34,605 | 1,892 | 6,227 | 878 | 840 |
| 7 Increases | 7,099 | 4,811 | ..... | ..... | ..... | 999 | ..... |
| 8 Decreases | ..... | ..... | 195 | 367 | 802 | ..... | 76 |
| 9 Percentages | 64.86 | 80.95 | 62.52 | 2.77 | 9.85 | 3.41 | 1.38 |

SEPARATE SCHOOLS—Concluded

various Branches of Instruction, etc.—Concluded.

| | Latin. | French. | German. | Elementary Science. | Commercial Subjects. | Agriculture. | Manual Training. | Household Science. | Maps and Prizes. Number of Maps. | Maps and Prizes. No. of Schools giving prizes. | Number of trees planted on Arbor Day. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | ..... | ..... |
| 53 | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | 7 | ..... | ..... |
| 54 | ..... | 230 | ..... | ..... | ..... | ..... | 230 | ..... | 7 | ..... | ..... |
| 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 22 | 1 | ..... |
| 56 | ..... | 60 | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | ..... |
| 57 | ..... | ..... | ..... | 15 | ..... | ..... | 237 | ..... | 11 | 1 | ..... |
| 58 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 19 | 1 | ..... |
| 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... |
| | ..... | 5,530 | 603 | 555 | 38 | 40 | 1,003 | 458 | 707 | 39 | 34 |
| 1 | 41 | 9,286 | 679 | 402 | 161 | 888 | 1,760 | 552 | 2,035 | 126 | 525 |
| 2 | 328 | 5,642 | 16 | 1,551 | 1,162 | 956 | 3,097 | 968 | 991 | 20 | 27 |
| 3 | ..... | 5,530 | 603 | 555 | 38 | 40 | 1,003 | 458 | 707 | 39 | 34 |
| 4 | 56 | 676 | ..... | 100 | 84 | 206 | 326 | 12 | 148 | 7 | 26 |
| 5 | 425 | 21,134 | 1,298 | 2,608 | 1,445 | 2,090 | 6,186 | 1,990 | 3,881 | 192 | 612 |
| 6 | 401 | 19,947 | 687 | 1,469 | 795 | 1,224 | 4,166 | 1,911 | 3,473 | 190 | 709 |
| 7 | 24 | 1,187 | 611 | 1,139 | 650 | 866 | 2,020 | 79 | 408 | 2 | ..... |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 97 |
| 9 | .77 | 38.4 | 2.35 | 4.73 | 2.62 | 3.79 | 11.24 | 3.61 | *8.31 | 41.11 | ..... |

*To each school.

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

Re-

| Collegiate Institutes. | Legislative Grants. | Municipal Grants (county). | Municipal Grants (local). |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 1 Barrie | 1,375 52 | 2,084 85 | 4,400 00 |
| 2 Berlin | 2,930 60 | 5,376 31 | 7,953 50 |
| 3 Brantford | 2,359 96 | 1,500 00 | 10,500 00 |
| 4 Brockville | 1,482 20 | 1,450 00 | 12,600 00 |
| 5 Chatham | 1,289 08 | 1,987 26 | 10,433 33 |
| 6 Clinton | 1,063 75 | 1,736 10 | 3,200 00 |
| 7 Cobourg | 1,567 00 | 2,325 00 | 3,567 00 |
| 8 Collingwood | 2,441 58 | 1,191 58 | 4,600 00 |
| 9 Fort William | 2,386 12 | ..... | 7,964 66 |
| 10 Galt | 3,775 96 | 4,841 09 | 7,000 00 |
| 11 Goderich | 1,290 05 | 1,947 56 | 3,200 00 |
| 12 Guelph | 1,475 20 | 1,615 20 | 10,290 60 |
| 13 Hamilton | 2,398 00 | ..... | 41,143 88 |
| 14 Ingersoll | 1,532 16 | 2,618 13 | 2,992 54 |
| 15 Kingston | 2,517 40 | ..... | 14,970 00 |
| 16 Lindsay | 2,599 39 | 3,085 59 | 5,195 54 |
| 17 London | 1,431 33 | 1,270 90 | 40,128 11 |
| 18 Morrisburg | 2,458 94 | 4,057 93 | 3,658 95 |
| 19 Napanee | 1,339 20 | 3,000 00 | 4,140 00 |
| 20 Niagara Falls | 1,413 01 | 1,469 36 | 9,500 00 |
| 21 Orillia | 1,457 54 | 2,375 65 | 5,000 00 |
| 22 Ottawa | 1,352 00 | ..... | 114,464 13 |
| 23 Owen Sound | 2,594 55 | 5,509 38 | 9,262 18 |
| 24 Perth | 2,469 00 | 2,514 77 | 3,950 50 |
| 25 Peterborough | 1,364 08 | ..... | 14,000 00 |
| 26 Picton | 2,472 69 | 4,976 65 | 4,700 00 |
| 27 Renfrew | 1,231 57 | 2,710 55 | 5,100 00 |
| 28 Ridgetown | 1,037 77 | 2,071 75 | 2,516 00 |
| 29 St. Catharines | 1,413 38 | 2,208 80 | 6,970 34 |
| 30 St. Mary's | 1,042 97 | 1,045 46 | 8,000 00 |
| 31 St. Thomas | 1,458 00 | 1,986 63 | 10,000 00 |
| 32 Sarnia | 1,468 20 | 2,331 12 | 7,300 46 |
| 33 Seaforth | 1,134 14 | 2,131 37 | 2,128 47 |
| 34 Stratford | 1,306 38 | 1,300 83 | 8,000 00 |
| 35 Strathroy | 1,064 76 | 1,780 15 | 2,200 00 |
| 36 Toronto, Harbord | 1,475 80 | ..... | 17,410 21 |
| 37 Toronto, Parkdale | 1,417 00 | ..... | 23,471 44 |
| 38 Toronto, Jarvis | 1,437 30 | ..... | 27,567 13 |
| 39 Toronto, Humberside | 1,317 06 | ..... | 8,559 79 |
| 40 Vankleek Hill | 1,200 64 | 3,854 33 | 2,206 23 |
| 41 Whitby | 1,859 70 | 1,858 25 | 2,550 00 |
| 42 Windsor | 1,437 90 | 1,322 56 | 11,165 50 |
| 43 Woodstock | 2,967 93 | 2,769 33 | 7,000 00 |
| Totals | 75,106 81 | 84,304 44 | 510,960 49 |

AND HIGH SCHOOLS

ancial Statement.

| | ceipts. | | | Expenditure. | |
|---|---|---|---|---|---|
| | School fees. | Balances and other sources. | Total receipts. | Teachers' salaries. | Buildings, sites, and all permanent improvements. |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 1,981 00 | 1,063 41 | 10,904 78 | 7,700 00 | ..... |
| 2 | 2,596 50 | 563 78 | 19,420 69 | 12,719 00 | 168 00 |
| 3 | 3,555 35 | 1,441 67 | 19,356 98 | 13,763 04 | 244 50 |
| 4 | ..... | 938 13 | 16,470 33 | 9,399 99 | 2,712 00 |
| 5 | 2,540 10 | 19,831 77 | 36,081 54 | 12,530 00 | 18,003 65 |
| 6 | 911 50 | 478 29 | 7,389 64 | 5,415 79 | 537 55 |
| 7 | 806 00 | 1,501 18 | 9,766 18 | 6,990 00 | 578 74 |
| 8 | 943 50 | 1,808 45 | 10,985 11 | 6,517 75 | ..... |
| 9 | ..... | ..... | 10,350 78 | 6,766 80 | ..... |
| 10 | 3,282 75 | 640 67 | 19,540 47 | 14,200 31 | 960 35 |
| 11 | 1,421 21 | 3,276 23 | 11,135 05 | 6,570 00 | ..... |
| 12 | 844 00 | 418 28 | 14,643 28 | 10,795 00 | 314 46 |
| 13 | 7,523 75 | 449 00 | 51,514 63 | 31,593 00 | 1,008 80 |
| 14 | 863 25 | 749 21 | 8,755 29 | 6,440 00 | ..... |
| 15 | 5,392 00 | 2,053 36 | 24,932 76 | 14,944 00 | 7,170 09 |
| 16 | 2,289 75 | 8,858 05 | 22,028 32 | 10,968 75 | 279 00 |
| 17 | 5,411 00 | 6,171 22 | 54,412 56 | 36,855 00 | 1,409 27 |
| 18 | ..... | 1,854 80 | 12,030 62 | 7,847 68 | 195 55 |
| 19 | ..... | 653 57 | 9,132 77 | 6,726 05 | 299 70 |
| 20 | ..... | 741 26 | 13,123 63 | 9,515 00 | 505 00 |
| 21 | 1,910 16 | 1,494 10 | 12,237 45 | 8,190 00 | 601 64 |
| 22 | 14,855 75 | 32,511 71 | 163,183 59 | 36,455 00 | 100,953 50 |
| 23 | 2,755 75 | 2,158 84 | 22,280 70 | 15,710 00 | 356 38 |
| 24 | 361 50 | 989 07 | 10,284 84 | 7,090 00 | ..... |
| 25 | 2,346 50 | 12,393 36 | 30,103 94 | 15,490 00 | 10,743 63 |
| 26 | ..... | 8,892 49 | 21,041 83 | 7,988 01 | 7,302 72 |
| 27 | 145 50 | 582 76 | 9,770 38 | 6,440 00 | 150 43 |
| 28 | 986 75 | 133 50 | 6,745 77 | 5,060 00 | 300 00 |
| 29 | 37 00 | 1,251 67 | 11,881 19 | 9,103 43 | ..... |
| 30 | 1,253 00 | 598 57 | 11,940 00 | 5,388 07 | 5,153 15 |
| 31 | 2,304 00 | 827 81 | 16,576 44 | 12,720 50 | ..... |
| 32 | ..... | 1,242 96 | 12,342 74 | 8,502 34 | 1,113 38 |
| 33 | 1,453 80 | 2,035 23 | 8,883 01 | 5,526 83 | 99 25 |
| 34 | 2,605 00 | 20,398 66 | 33,610 87 | 11,392 90 | 13,989 30 |
| 35 | 1,135 00 | 694 91 | 6,874 82 | 5,240 00 | ..... |
| 36 | 6,173 00 | 67,792 00 | 92,851 01 | 26,787 50 | 6,991 21 |
| 37 | 5,137 00 | 1,157 99 | 31,183 43 | 24,283 00 | 683 34 |
| 38 | 5,362 00 | 5,006 97 | 39,373 40 | 27,777 00 | 1,849 84 |
| 39 | 979 80 | ..... | 10,856 65 | 8,972 00 | ..... |
| 40 | 61 20 | 1,430 65 | 8,753 05 | 4,967 50 | 52 70 |
| 41 | 501 90 | 707 95 | 7,477 80 | 6,272 00 | ..... |
| 42 | 681 00 | 16,784 83 | 31,391 79 | 12,298 14 | 16,188 47 |
| 43 | 1,682 00 | 3,224 25 | 17,643 51 | 10,618 94 | 2,669 95 |
| | 93,089 27 | 235,802 61 | 999,263 62 | 520,530 32 | 203,585 55 |

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

| Collegiate Institutes.—Continued. | Expenditure.— Repairs to school accommodations. | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education. | School books, stationery, prizes, fuel, examinations and other expenses. |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 1 Barrie | 189 47 | 245 25 | 1,276 94 |
| 2 Berlin | 138 99 | 189 25 | 3,213 31 |
| 3 Brantford | 298 06 | 100 00 | 3,934 40 |
| 4 Brockville | 123 41 | 222 70 | 3,418 21 |
| 5 Chatham | 1,744 24 | 1,028 92 | 2,624 86 |
| 6 Clinton | 48 69 | 123 73 | 1,051 03 |
| 7 Cobourg | 208 43 | ..... | 1,097 72 |
| 8 Collingwood | 480 37 | ..... | 3,227 86 |
| 9 Fort William | 405 64 | 3,178 34 | ..... |
| 10 Galt | 318 48 | 245 93 | 3,732 45 |
| 11 Goderich | 68 84 | 212 90 | 988 84 |
| 12 Guelph | 211 64 | 189 11 | 2,184 80 |
| 13 Hamilton | 243 25 | 1,077 50 | 6,311 40 |
| 14 Ingersoll | 438 29 | 130 45 | 1,685 91 |
| 15 Kingston | 323 20 | 260 28 | 2,107 25 |
| 16 Lindsay | 233 31 | 320 23 | 1,738 74 |
| 17 London | 1,206 42 | 1,284 00 | 6,929 33 |
| 18 Morrisburg | 414 60 | 174 00 | 700 53 |
| 19 Napanee | 125 80 | 199 27 | 1,421 60 |
| 20 Niagara Falls | 646 24 | 232 90 | 1,535 85 |
| 21 Orillia | 374 59 | 255 00 | 1,692 89 |
| 22 Ottawa | 141 79 | 148 54 | 12,574 87 |
| 23 Owen Sound | 172 87 | 500 90 | 2,213 80 |
| 24 Perth | 183 88 | ..... | 1,457 34 |
| 25 Peterborough | ..... | 1,035 98 | 2,834 33 |
| 26 Picton | 142 70 | 1,064 75 | 1,949 01 |
| 27 Renfrew | 81 44 | 98 08 | 2,819 50 |
| 28 Ridgetown | 90 12 | 144 48 | 1,020 52 |
| 29 St. Catharines | 95 45 | ..... | 2,186 62 |
| 30 St. Mary's | 450 32 | 49 14 | 899 32 |
| 31 St. Thomas | 1,003 80 | 396 85 | 2,455 29 |
| 32 Sarnia | 300 00 | 429 75 | 1,180 34 |
| 33 Seaforth | 69 83 | 423 83 | 938 63 |
| 34 Stratford | 91 64 | 506 38 | 2,865 28 |
| 35 Strathroy | 268 40 | 62 64 | 1,166 56 |
| 36 Toronto, Harbord | 336 31 | 1,042 40 | 4,684 80 |
| 37 Toronto, Parkdale | 1,309 21 | 471 35 | 4,388 76 |
| 38 Toronto, Jarvis | 1,241 79 | 946 57 | 4,581 94 |
| 39 Toronto, Humberside | 85 61 | 6 37 | 1,792 67 |
| 40 Vankleek Hill | 46 75 | 225 21 | 716 36 |
| 41 Whitby | 144 93 | 123 30 | 937 57 |
| 42 Windsor | 421 50 | 134 75 | 2,348 93 |
| 43 Woodstock | 473 16 | ..... | 2,998 21 |
| Totals | 15,393 46 | 17,481 03 | 109,884 57 |

AND HIGH SCHOOLS—Continued

ancial Statement.—Continued.

Continued.

| | Total expenditure. | Balances. | Charges per year for tuition. |
|---|---|---|---|
| | $ c. | $ c. | |
| 1 | 9,411 66 | 1,493 12 | $10. |
| 2 | 16,428 55 | 2,992 14 | $10. |
| 3 | 18,340 00 | 1,016 98 | Res. and Co. $10; others $16. |
| 4 | 15,876 31 | 594 02 | Non-res, $5. |
| 5 | 35,931 67 | 149 87 | City, except F. I, $6; all others $10. |
| 6 | 7,176 79 | 212 85 | $6; $8; $10. |
| 7 | 8,874 89 | 891 29 | Town $12; Co. free. |
| 8 | 10,225 98 | 759 13 | $10. |
| 9 | 10,350 78 | ..... | Free. |
| 10 | 19,457 52 | 82 95 | Co. $10; others $14. |
| 11 | 7,840 58 | 3,294 47 | $6; $8; $10. |
| 12 | 13,695 01 | 948 27 | Res. free; Co. and adj. Cos. $10; others $20. |
| 13 | 40,233 95 | 11,280 68 | Res. $2.50 for 1st year, thereafter $10; non-res. $25. |
| 14 | 8,694 65 | 60 64 | $7.50. |
| 15 | 24,804 82 | 127 94 | Res. $15 and $30; non-res. $25 and $30. |
| 16 | 13,540 03 | 8,488 29 | Town, Co. and adj. Cos. $7.50 and $10; others $20. |
| 17 | 47,684 02 | 6,728 54 | City 1st year free; City and Co. $10; others $30. |
| 18 | 9,332 36 | 2,698 26 | Free. |
| 19 | 8,772 42 | 360 35 | Town and Co. free; others $10. |
| 20 | 12,434 99 | 688 64 | Free. |
| 21 | 11,114 12 | 1,123 33 | H. S. Dist. $5; others $10. |
| 22 | 150,273 70 | 12,909 89 | Res. $10 to $25; others $45 and $50. |
| 23 | 18,953 95 | 3,326 75 | Res. $8 to $12; others $10. |
| 24 | 8,731 22 | 1,553 62 | Co. $5; non-res. $16. |
| 25 | 30,103 94 | ..... | Res. F. I free; other F's $5, $8, $10; non-res. $25. |
| 26 | 18,447 19 | 2,594 64 | Free. |
| 27 | 9,589 45 | 180 93 | Free to Town and Co.; others $15. |
| 28 | 6,615 12 | 130 65 | Res. $6; Co. and non-res. $10. |
| 29 | 11,385 50 | 495 69 | Res. and Co. free; others $16. |
| 30 | 11,940 00 | ..... | Res. 1st year free, other years $5; others $10. |
| 31 | 16,576 44 | ..... | H. S. D. 1st yr. free, other yrs. and Co. $10; others $30. |
| 32 | 11,525 81 | 816 93 | Free. |
| 33 | 7,058 37 | 1,824 64 | $6; $8; $10. |
| 34 | 28,845 50 | 4,765 37 | City 1st term free; all others $10. |
| 35 | 6,737 60 | 137 22 | Town F. I free; others $10. |
| 36 | 39,842 22 | 53,008 79 | |
| 37 | 31,135 66 | 47 77 | $6; $9; $15; $21; $27. |
| 38 | 36,397 14 | 2,976 26 | |
| 39 | 10,856 65 | ..... | |
| 40 | 6,008 52 | 2,744 53 | Province free; others $20. |
| 41 | 7,477 80 | ..... | 1st year free; res. $6; Co. $7.50; non-res. $10. |
| 42 | 31,391 79 | ..... | City and Co. free; others $30. |
| 43 | 16,760 26 | 883 25 | 1st year free; others $7.50. |
| | 866,874 93 | 132,388 69 | 11 free; 32 not free. |

COLLEGIATE INSTITUTES AND
I.—Table H.—Financial

Re-

| High Schools. | Legislative Grants. | Municipal Grants (county). | Municipal Grants (local). |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 1 Alexandria | 783 70 | 956 79 | 10,007 09 |
| 2 Almonte | 808 96 | 808 96 | 2,938 07 |
| 3 Arnprior | 793 71 | 793 71 | 3,300 00 |
| 4 Arthur | 818 95 | 1,215 47 | 1,022 60 |
| 5 Athens | 808 01 | ..... | 2,000 00 |
| 6 Aurora | 687 30 | 407 15 | 700 00 |
| 7 Aylmer | 922 50 | 2,994 85 | 1,650 00 |
| 8 Beamsville | 540 13 | 750 00 | 870 00 |
| 9 Belleville | 1,076 77 | 511 71 | 7,018 74 |
| 10 Bowmanville | 905 89 | 2,059 35 | 2,350 00 |
| 11 Bradford | 702 94 | 729 25 | 1,200 00 |
| 12 Brampton | 1,054 35 | 2,399 15 | 2,650 00 |
| 13 Brighton | 518 38 | 960 52 | 600 00 |
| 14 Caledonia | 763 27 | 1,952 27 | ..... |
| 15 Campbellford | 868 49 | 1,539 80 | 2,532 58 |
| 16 Carleton Place | 846 42 | 846 42 | 2,950 00 |
| 17 Cayuga | 660 37 | 1,570 71 | 900 00 |
| 18 Chesley | 805 10 | 1,242 63 | 1,200 00 |
| 19 Colborne | 518 69 | 1,297 21 | 536 00 |
| 20 Cornwall | 1,278 25 | 4,549 97 | 7,301 57 |
| 21 Deseronto | 745 38 | 745 38 | 2,200 00 |
| 22 Dundas | 779 86 | 1,129 86 | 2,400 00 |
| 23 Dunnville | 860 50 | 2,952 00 | 1,804 58 |
| 24 Dutton | 732 23 | ..... | 500 00 |
| 25 Elora | 603 46 | 936 46 | 1,200 00 |
| 26 Essex | 2,245 04 | 2,861 30 | 700 00 |
| 27 Fergus | 756 40 | 1,212 40 | 2,000 00 |
| 28 Forest | 690 77 | 1,869 80 | 1,600 00 |
| 29 Gananoque | 933 58 | 1,333 58 | 3,287 52 |
| 30 Georgetown | 814 60 | 1,381 24 | 1,569 61 |
| 31 Glencoe | 722 08 | 1,172 78 | 600 00 |
| 32 Gravenhurst | 1,356 60 | ..... | 1,670 00 |
| 33 Grimsby | 615 72 | 1,247 17 | 1,154 90 |
| 34 Hagersville | 669 35 | 1,425 36 | 500 00 |
| 35 Harriston | 727 79 | 727 79 | 2,079 52 |
| 36 Hawkesbury | 679 74 | 1,437 55 | 1,380 57 |
| 37 Iroquois | 886 90 | 2,496 33 | 2,676 85 |
| 38 Kemptville | 882 71 | 1,946 43 | 3,627 85 |
| 39 Kenora | 1,503 52 | ..... | 3,000 00 |
| 40 Kincardine | 1,090 19 | 1,748 07 | 2,400 00 |
| 41 Leamington | 846 98 | 1,572 57 | 4,050 00 |
| 42 Listowel | 830 00 | 1,166 09 | 1,500 00 |
| 43 Lucan | 796 94 | 1,442 44 | 1,000 00 |
| 44 Madoc | 707 88 | 1,357 88 | 950 00 |
| 45 Markham | 851 89 | 2,242 50 | 698 61 |
| 46 Meaford | 1,107 62 | 3,044 15 | 3,500 00 |
| 47 Midland | 901 28 | 901 28 | 3,398 72 |
| 48 Mitchell | 718 89 | 972 00 | 1,500 00 |
| 49 Mount Forest | 817 23 | 1,303 33 | 1,400 00 |
| 50 Newburgh | 650 00 | 2,050 00 | 760 00 |
| 51 Newcastle | 529 29 | 924 50 | 468 12 |
| 52 Newmarket | 787 27 | 896 50 | 2,300 00 |
| 53 Niagara | 489 59 | 775 00 | 650 00 |
| 54 Niagara Falls South | 650 80 | 650 80 | 1,000 00 |
| 55 North Bay | 1,602 36 | ..... | 5,055 98 |
| 56 Norwood | 1,866 39 | 877 77 | 1,199 32 |

HIGH SCHOOLS—Continued

Statement.—Continued.

| | ceipts. | | | Expenditure. | |
|---|---|---|---|---|---|
| | School fees. | Balances and other sources. | Total receipts. | Teachers' salaries. | Buildings, sites and all permanent improvements. |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | ..... | 1,470 36 | 13,217 94 | 3,440 00 | ..... |
| 2 | 382 50 | 228 90 | 5,167 39 | 3,820 00 | ..... |
| 3 | 90 00 | 1,209 95 | 6,187 37 | 4,120 30 | 117 90 |
| 4 | 940 50 | 65 40 | 4,062 92 | 3,000 00 | 39 39 |
| 5 | 357 50 | 3,045 65 | 6,211 16 | 3,690 00 | 279 73 |
| 6 | 765 43 | 233 29 | 2,793 17 | 2,309 95 | ..... |
| 7 | 1,025 00 | 1,261 10 | 7,853 45 | 4,638 00 | 386 66 |
| 8 | ..... | 442 05 | 2,602 18 | 1,672 50 | ..... |
| 9 | ..... | ..... | 8,607 22 | 7,099 93 | 59 63 |
| 10 | 244 60 | 52 00 | 5,611 84 | 4,209 38 | ..... |
| 11 | 760 00 | 185 92 | 3,578 11 | 2,470 00 | ..... |
| 12 | 1,395 00 | 93 73 | 7,592 23 | 6,110 00 | 131 40 |
| 13 | ..... | 702 37 | 2,781 27 | 1,756 47 | ..... |
| 14 | 75 55 | 2,280 16 | 5,071 25 | 3,299 95 | 186 00 |
| 15 | 408 00 | 1,012 43 | 6,361 30 | 4,214 67 | ..... |
| 16 | 191 50 | 184 02 | 5,018 36 | 4,140 00 | 53 20 |
| 17 | ..... | 203 43 | 3,334 51 | 2,750 00 | ..... |
| 18 | 838 50 | 1,165 18 | 5,251 41 | 4,116 56 | ..... |
| 19 | ..... | 2,594 03 | 4,945 93 | 1,716 66 | 486 93 |
| 20 | ..... | 4,256 03 | 17,385 82 | 8,627 71 | 300 00 |
| 21 | ..... | 331 46 | 4,022 22 | 2,801 27 | ..... |
| 22 | 672 50 | 140 69 | 5,122 91 | 3,236 08 | ..... |
| 23 | ..... | 98 20 | 5,715 28 | 4,437 50 | 492 18 |
| 24 | 1,301 00 | 2,971 48 | 5,504 71 | 3,377 58 | ..... |
| 25 | 427 75 | 78 72 | 3,246 39 | 2,420 00 | ..... |
| 26 | ..... | 234 16 | 6,040 50 | 4,860 00 | ..... |
| 27 | 544 50 | 1,352 78 | 5,866 08 | 3,480 00 | 42 30 |
| 28 | ..... | 890 14 | 5,050 71 | 2,800 00 | 295 18 |
| 29 | 147 50 | 36 00 | 5,738 18 | 4,260 18 | 211 63 |
| 30 | 1,016 45 | 28 26 | 4,810 16 | 3,901 60 | 49 29 |
| 31 | 672 00 | 2,147 37 | 5,314 23 | 3,075 12 | ..... |
| 32 | 563 00 | 173 35 | 3,762 95 | 2,501 25 | 298 51 |
| 33 | ..... | 307 87 | 3,325 66 | 2,355 50 | 39 40 |
| 34 | ..... | 2,370 27 | 4,964 98 | 2,408 25 | ..... |
| 35 | 896 00 | 257 44 | 4,688 54 | 3,505 30 | 56 60 |
| 36 | ..... | ..... | 3,497 86 | 2,500 00 | ..... |
| 37 | ..... | 1,170 74 | 7,230 82 | 4,585 00 | 19 25 |
| 38 | 421 00 | 1,239 97 | 8,117 96 | 4,454 85 | 942 37 |
| 39 | ..... | ..... | 4,503 52 | 3,800 00 | ..... |
| 40 | 1,012 00 | 960 78 | 7,211 04 | 5,613 00 | ..... |
| 41 | 325 91 | 819 42 | 7,614 88 | 4,650 00 | ..... |
| 42 | 1,701 50 | 346 49 | 5,544 08 | 4,240 00 | ..... |
| 43 | 997 00 | 694 23 | 4,930 61 | 3,620 00 | 181 70 |
| 44 | ..... | 928 08 | 3,943 84 | 2,766 68 | ..... |
| 45 | 1,438 50 | 286 47 | 5,517 97 | 4,303 10 | ..... |
| 46 | 899 50 | 951 58 | 9,502 85 | 5,386 01 | 242 22 |
| 47 | 642 50 | 109 49 | 5,953 27 | 4,300 00 | 267 30 |
| 48 | 801 50 | 143 33 | 4,135 72 | 3,090 00 | 33 20 |
| 49 | 947 00 | 478 21 | 4,945 77 | 3,645 00 | 133 67 |
| 50 | 62 85 | 626 66 | 4,149 51 | 2,820 00 | ..... |
| 51 | ..... | 282 75 | 2,204 66 | 1,640 46 | ..... |
| 52 | 1,157 00 | 81 98 | 5,222 75 | 3,747 38 | 349 80 |
| 53 | ..... | 223 76 | 2,138 35 | 1,447 77 | 112 12 |
| 54 | ..... | 5,710 20 | 8,011 80 | 3,166 48 | 373 01 |
| 55 | ..... | 239 21 | 6,897 55 | 4,535 00 | 1,129 21 |
| 56 | 589 00 | 711 20 | 5,243 68 | 2,625 87 | ..... |

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

| High Schools—Continued. | Expenditure— Repairs to school accommodations. | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education. | School books, stationery, prizes, fuel, examinations and other expenses. |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 1 Alexandria | ..... | ..... | 762 09 |
| 2 Almonte | ..... | 312 53 | 1,034 86 |
| 3 Arnprior | 47 40 | 40 02 | 954 31 |
| 4 Arthur | 36 74 | 174 82 | 805 79 |
| 5 Athens | 78 39 | 111 93 | 1,971 35 |
| 6 Aurora | 9 20 | ..... | 445 60 |
| 7 Aylmer | 45 50 | 576 77 | 1,092 38 |
| 8 Beamsville | 0 25 | 14 50 | 508 05 |
| 9 Belleville | ..... | 224 20 | 1,223 46 |
| 10 Bowmanville | 181 80 | 107 81 | 1,026 85 |
| 11 Bradford | 19 54 | 106 21 | 532 31 |
| 12 Brampton | 117 33 | 45 01 | 934 56 |
| 13 Brighton | 29 15 | 314 93 | 395 30 |
| 14 Caledonia | 26 67 | 117 24 | 1,441 39 |
| 15 Campbellford | ..... | 130 00 | 1,230 61 |
| 16 Carleton Place | 26 64 | 65 23 | 645 12 |
| 17 Cayuga | 33 00 | ..... | 539 35 |
| 18 Chesley | 704 55 | 136 29 | 101 60 |
| 19 Colborne | 96 90 | 119 94 | 675 99 |
| 20 Cornwall | 152 64 | 491 02 | 1,450 82 |
| 21 Deseronto | 112 72 | 158 91 | 928 08 |
| 22 Dundas | 61 35 | 195 35 | 1,630 13 |
| 23 Dunnville | 39 82 | ..... | 677 78 |
| 24 Dutton | ..... | 158 88 | 691 66 |
| 25 Elora | 78 20 | 139 16 | 351 70 |
| 26 Essex | 328 67 | 77 58 | 676 66 |
| 27 Fergus | 59 38 | 69 29 | 591 27 |
| 28 Forest | 155 13 | 50 00 | 471 58 |
| 29 Gananoque | 62 67 | 50 70 | 1,153 00 |
| 30 Georgetown | 66 01 | 105 78 | 687 48 |
| 31 Glencoe | 13 32 | 157 49 | 2,068 30 |
| 32 Gravenhurst | ..... | 364 84 | 575 99 |
| 33 Grimsby | 78 06 | 142 58 | 710 12 |
| 34 Hagersville | 120 41 | 90 86 | 2,345 46 |
| 35 Harriston | 127 80 | 136 87 | 854 44 |
| 36 Hawkesbury | ..... | 249 82 | 748 04 |
| 37 Iroquois | ..... | 11 00 | 1,443 24 |
| 38 Kemptville | 263 77 | 49 85 | 2,407 12 |
| 39 Kenora | ..... | 30 34 | 673 18 |
| 40 Kincardine | 45 35 | 56 31 | 840 43 |
| 41 Leamington | 176 14 | 366 29 | 1,946 27 |
| 42 Listowel | 106 22 | 25 41 | 1,172 45 |
| 43 Lucan | 238 25 | 167 80 | 557 35 |
| 44 Madoc | 22 45 | 57 49 | 496 97 |
| 45 Markham | 51 41 | 384 27 | 528 90 |
| 46 Meaford | 90 01 | 799 79 | 1,096 98 |
| 47 Midland | 4 10 | 210 76 | 1,119 74 |
| 48 Mitchell | 10 70 | 190 68 | 604 08 |
| 49 Mount Forest | 61 37 | ..... | 1,083 95 |
| 50 Newburgh | 25 23 | 81 41 | 385 84 |
| 51 Newcastle | 62 83 | 139 07 | 362 30 |
| 52 Newmarket | 271 90 | ..... | 561 73 |
| 53 Niagara | 14 00 | 38 24 | 258 95 |
| 54 Niagara Falls South | 2,293 26 | 19 75 | 633 93 |
| 55 North Bay | 63 25 | 276 37 | 893 72 |
| 56 Norwood | 83 41 | 173 52 | 1,837 71 |

HIGH SCHOOLS—Continued

Statement.—Continued.

Continued.

| | Total expenditure. | Balances. | Charges per year for tuition. |
|---|---|---|---|
| | $ c. | $ c. | |
| 1 | 4,202 09 | 9,015 85 | Free. |
| 2 | 5,167 39 | ..... | Res. $3.50; Co. and others $8.50. |
| 3 | 5,279 93 | 907 44 | Res. free; non-res. $10. |
| 4 | 4,056 74 | 6 18 | $10. |
| 5 | 6,131 40 | 79 76 | Res. free; Co. $5; others $20. |
| 6 | 2,764 75 | 28 42 | $10. |
| 7 | 6,739 31 | 1,114 14 | Res. F. I $5; others $10. |
| 8 | 2,195 30 | 406 88 | Free. |
| 9 | 8,607 22 | ..... | Free. |
| 10 | 5,525 84 | 86 00 | Town $3, $6 and $7.50; Co. free. |
| 11 | 3,128 06 | 450 05 | Res. 1st yr. free; all others $10. |
| 12 | 7,338 30 | 253 93 | $10. |
| 13 | 2,495 85 | 285 42 | Free. |
| 14 | 5,071 25 | ..... | Village and Co. free; others $4.50. |
| 15 | 5,575 28 | 786 02 | H. S. D. $6; others free. |
| 16 | 4,930 19 | 88 17 | H. S. D. free; Lanark and Carleton Cos. $5; others $10 |
| 17 | 3,322 35 | 12 16 | Free. |
| 18 | 5,059 00 | 192 41 | $10. |
| 19 | 3,096 42 | 1,849 51 | Free. |
| 20 | 11,022 19 | 6,363 63 | Free. |
| 21 | 4,000 98 | 21 24 | Free. |
| 22 | 5,122 91 | ..... | Town F. I free, Com. F. $15; others $10. |
| 23 | 5,647 28 | 68 00 | Free. |
| 24 | 4,228 12 | 1,276 59 | $10. |
| 25 | 2,989 06 | 257 33 | Village $5; others $10. |
| 26 | 5,942 91 | 97 59 | Res. and Co. free; others $10. |
| 27 | 4,242 24 | 1,623 84 | Village free; Co. and others $10. |
| 28 | 3,771 89 | 1,278 82 | Free. |
| 29 | 5,738 18 | ..... | Free; Co. and non-res. $5. |
| 30 | 4,810 16 | ..... | F. I $7; others $10. |
| 31 | 5,314 23 | ..... | $10. |
| 32 | 3,740 59 | 22 36 | F. I $5; all others $10. |
| 33 | 3,325 66 | ..... | Free. |
| 34 | 4,964 98 | ..... | Free. |
| 35 | 4,681 01 | 7 53 | $10. |
| 36 | 3,497 86 | ..... | Free. |
| 37 | 6,058 49 | 1,172 33 | Free. |
| 38 | 8,117 96 | ..... | H. S. D. free; others $5. |
| 39 | 4,503 52 | ..... | Free. |
| 40 | 6,555 09 | 655 95 | H. S. D. $8; others $10. |
| 41 | 7,138 70 | 476 18 | Town and Co. free; others $10. |
| 42 | 5,544 08 | ..... | $10. |
| 43 | 4,765 10 | 165 51 | $10. |
| 44 | 3,343 59 | 600 25 | Free. |
| 45 | 5,267 68 | 250 29 | $10. |
| 46 | 7,615 01 | 1,887 84 | Town $5 to $8; others $10. |
| 47 | 5,901 90 | 51 37 | Res. $5; non-res. $10. |
| 48 | 3,928 66 | 207 06 | Town $6; others $10. |
| 49 | 4,923 99 | 21 78 | Res. F. I free; others $10. |
| 50 | 3,312 48 | 837 03 | Res. and Co. free; others $10. |
| 51 | 2,204 66 | ..... | Free. |
| 52 | 4,930 81 | 291 94 | $10. |
| 53 | 1,871 08 | 267 27 | Free. |
| 54 | 6,486 43 | 1,525 37 | Free. |
| 55 | 6,897 55 | ..... | Free. |
| 56 | 4,720 51 | 523 17 | $6. |

COLLEGIATE INSTITUTES
I.—Table H.—Financial

Re-

| | High Schools.—Continued. | Legislative Grants. | Municipal Grants (county). | Municipal Grants(local). |
|---|---|---|---|---|
| | | $ c. | $ c. | $ c. |
| 57 | Oakville | 682 67 | 1,216 93 | 2,900 00 |
| 58 | Omemee | 522 19 | 648 86 | 776 98 |
| 59 | Orangeville | 1,003 67 | 1,300 00 | 2,100 00 |
| 60 | Oshawa | 955 28 | 1,727 34 | 2,945 00 |
| 61 | Paris | 841 31 | 841 31 | 3,000 00 |
| 62 | Parkhill | 802 01 | 802 01 | 1,600 00 |
| 63 | Pembroke | 907 69 | 907 69 | 4,477 67 |
| 64 | Penetanguishene | 756 74 | 756 74 | 3,000 00 |
| 65 | Petrolea | 847 29 | 2,007 40 | 2,000 00 |
| 66 | Plantagenet | 561 34 | 1,132 56 | 2,000 00 |
| 67 | Port Arthur | 1,970 46 | ..... | 66,100 00 |
| 68 | Port Dover | 521 50 | 644 25 | 807 30 |
| 69 | Port Elgin | 687 57 | 1,046 50 | 1,100 00 |
| 70 | Port Hope | 1,089 79 | 2,845 38 | 2,767 13 |
| 71 | Port Perry | 843 03 | 1,596 58 | 1,632 99 |
| 72 | Port Rowan | 496 57 | 838 25 | 788 66 |
| 73 | Prescott | 885 13 | 742 49 | 3,163 79 |
| 74 | Richmond Hill | 662 45 | 1,023 70 | 200 00 |
| 75 | Rockland | 654 58 | 2,010 86 | 1,975 00 |
| 76 | Sault Ste. Marie | 6,961 06 | ..... | 12,661 78 |
| 77 | Simcoe | 2,212 25 | 3,317 98 | 3,512 33 |
| 78 | Smith's Falls | 902 75 | 800 00 | 4,418 07 |
| 79 | Smithville | 527 61 | 1,150 00 | 1,000 00 |
| 80 | Stirling | 678 90 | 1,262 15 | 931 57 |
| 81 | Streetsville | 625 83 | 1,531 45 | 425 00 |
| 82 | Sudbury | 1,259 32 | ..... | 4,000 00 |
| 83 | Sydenham | 693 29 | 2,700 00 | ..... |
| 84 | Thorold | 560 95 | 836 06 | 2,400 00 |
| 85 | Tillsonburg | 825 28 | 1,390 64 | 4,144 15 |
| 86 | Toronto, Malvern | 840 54 | ..... | 5,691 65 |
| 87 | Toronto, Oakwood | 610 47 | ..... | 163,795 92 |
| 88 | Toronto, Riverdale | 1,226 85 | ..... | 16,413 86 |
| 89 | Toronto, Technical | 3,340 00 | ..... | 39,201 00 |
| 90 | Trenton | 831 33 | 833 14 | 2,712 85 |
| 91 | Uxbridge | 839 41 | 1,392 41 | 1,200 00 |
| 92 | Vienna | 511 61 | 855 27 | 550 00 |
| 93 | Walkerton | 837 47 | 1,072 31 | 2,000 00 |
| 94 | Wardsville | 490 46 | 790 46 | 405 00 |
| 95 | Waterdown | 578 95 | 1,140 52 | 600 00 |
| 96 | Waterford | 717 10 | 1,475 46 | 1,000 00 |
| 97 | Watford | 757 50 | 2,255 75 | 1,000 00 |
| 98 | Welland | 883 80 | 2,921 38 | 3,751 84 |
| 99 | Weston | 715 78 | 1,102 16 | 1,500 00 |
| 100 | Wiarton | 701 27 | 1,562 65 | 1,450 00 |
| 101 | Williamstown | 686 15 | 740 07 | 3,182 60 |
| 102 | Wingham | 875 43 | 3,596 18 | 1,547 30 |
| 1 | Totals, High Schools | 94,995 64 | 129,201 12 | 500,338 24 |
| 2 | Totals, Collegiate Institutes | 75,106 81 | 84,304 44 | 510,960 49 |
| 3 | Grand Totals, 1909 | 170,102 45 | 213,505 56 | 1,011,298 73 |
| 4 | Grand Totals, 1908 | 158,549 16 | 199,010 18 | 960,114 57 |
| 5 | Increases | 11,553 29 | 14,495 38 | 51,184 16 |
| 6 | Decrease | ..... | ..... | ..... |
| 7 | Percentages | 7.82 | 9.82 | 46.53 |

AND HIGH SCHOOLS—Continued
Statement.—Continued.

| | ceipts. | | | Expenditure. | |
|---|---|---|---|---|---|
| | School fees. | Balances and other sources. | Total receipts. | Teachers' salaries. | Buildings, sites, and all permanent improvements. |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 57 | 439 75 | 9,928 91 | 15,168 26 | 3,229 45 | 10,024 82 |
| 58 | 346 50 | 143 36 | 2,437 89 | 1,650 00 | ..... |
| 59 | 1,219 00 | 774 39 | 6,397 06 | 4,927 50 | ..... |
| 60 | 545 75 | 993 74 | 7,167 11 | 5,665 10 | ..... |
| 61 | 176 21 | 406 73 | 5,265 56 | 4,157 50 | 108 00 |
| 62 | 838 25 | 624 26 | 4,666 53 | 3,560 00 | ..... |
| 63 | ..... | 84 00 | 6,377 05 | 4,610 00 | ..... |
| 64 | ..... | 207 39 | 4,720 87 | 2,635 50 | 117 62 |
| 65 | ..... | 2,688 14 | 7,542 83 | 4,262 99 | 174 16 |
| 66 | ..... | 1,303 24 | 4,997 14 | 2,327 91 | 295 56 |
| 67 | ..... | 134 80 | 68,205 26 | 5,410 00 | 175 00 |
| 68 | ..... | 44 00 | 2,017 05 | 1,708 70 | ..... |
| 69 | 406 50 | 105 69 | 3,346 26 | 2,506 50 | 181 52 |
| 70 | 716 50 | 95 00 | 7,513 80 | 5,633 30 | 73 82 |
| 71 | 299 75 | 87 62 | 4,459 97 | 3,710 00 | 75 50 |
| 72 | ..... | ..... | 2,123 48 | 1,613 25 | ..... |
| 73 | 127 50 | 148 89 | 5,067 80 | 3,660 00 | ..... |
| 74 | 793 00 | 457 47 | 3,136 62 | 2,266 68 | 75 97 |
| 75 | 68 00 | 77 76 | 4,786 20 | 2,400 00 | 523 00 |
| 76 | 1,899 00 | 482 24 | 22,004 08 | 7,595 00 | 2,857 19 |
| 77 | 12 32 | 57 21 | 9,112 09 | 6,110 00 | 12 25 |
| 78 | 370 00 | ..... | 6,490 82 | 4,703 50 | ..... |
| 79 | 32 90 | 1,226 76 | 3,937 27 | 1,715 00 | 53 15 |
| 80 | ..... | 1,017 18 | 3,889 80 | 2,453 00 | ..... |
| 81 | 375 50 | 1,262 55 | 4,220 33 | 2,420 00 | ..... |
| 82 | 115 00 | 35,661 70 | 41,036 02 | 3,880 00 | 30,139 54 |
| 83 | 604 50 | 312 00 | 4,309 79 | 3,699 05 | 62 00 |
| 84 | ..... | 171 37 | 3,968 38 | 2,450 00 | 207 59 |
| 85 | 828 75 | 1,113 85 | 8,302 67 | 3,904 27 | 2,716 97 |
| 86 | 1,004 00 | ..... | 7,536 19 | 5,272 50 | 25 00 |
| 87 | 2,677 25 | ..... | 167,083 64 | 14,319 50 | 15,025 00 |
| 88 | 2,231 00 | 62,141 79 | 82,013 50 | 11,155 00 | 37,153 08 |
| 89 | 6,706 48 | 218,860 95 | 268,108 43 | 40,747 34 | 94,901 83 |
| 90 | ..... | 1,548 96 | 5,926 28 | 3,754 01 | 800 23 |
| 91 | 728 50 | 124 00 | 4,284 32 | 3,275 00 | 36 95 |
| 92 | ..... | 388 11 | 2,304 99 | 1,505 00 | 51 20 |
| 93 | 765 01 | 825 83 | 5,500 62 | 3,909 50 | ..... |
| 94 | 248 50 | 109 63 | 2,044 05 | 1,369 68 | 107 20 |
| 95 | 197 96 | 397 77 | 2,915 20 | 2,050 00 | 207 00 |
| 96 | ..... | 563 02 | 3,755 58 | 2,632 31 | ..... |
| 97 | 341 00 | 1,754 12 | 6,108 37 | 3,065 00 | 84 93 |
| 98 | ..... | 1,993 90 | 9,550 92 | 4,560 00 | ..... |
| 99 | 860 00 | 4 86 | 4,182 80 | 3,215 00 | ..... |
| 100 | 346 50 | 85 45 | 4,145 87 | 3,050 00 | 57 78 |
| 101 | ..... | 627 77 | 5,236 59 | 3,809 00 | 31 29 |
| 102 | 1,155 80 | 402 70 | 7,577 41 | 5,015 00 | 33 08 |
| 1 | 52,186 72 | 397,547 85 | 1,174,269 57 | 421,126 35 | 203,698 01 |
| 2 | 93,089 27 | 235,802 61 | 999,263 62 | 520,530 32 | 203,585 55 |
| 3 | 145,275 99 | 633,350 46 | 2,173,533 19 | 941,656 67 | 407,283 56 |
| 4 | 145,696 76 | 537,936 13 | 2,001,306 80 | 860,955 32 | 272,933 92 |
| 5 | ..... | 95,414 33 | 172,226 39 | 80,701 35 | 134,349 64 |
| 6 | 420 77 | ..... | ..... | ..... | ..... |
| 7 | 6.68 | 29.14 | ..... | 58.07 | 25.11 |

Cost per pupil, enrolled attendance, $18.99; average attendance, $77.99.

COLLEGIATE INSTITUTES
I.—Table H.—Financial

Expenditure—

| High Schools.—Continued. | Repairs to school accommodations. | Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education. | School books, stationery, prizes, fuel, examinations, and other expenses. |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 57 Oakville | 74 81 | 368 09 | 1,471 09 |
| 58 Omemee | 96 36 | 224 86 | 466 67 |
| 59 Orangeville | 169 79 | 109 69 | 946 69 |
| 60 Oshawa | 128 30 | 320 19 | 1,014 89 |
| 61 Paris | 18 04 | 68 07 | 913 95 |
| 62 Parkhill | 103 79 | 83 15 | 508 96 |
| 63 Pembroke | 20 91 | ..... | 1,129 23 |
| 64 Penetanguishene | 42 44 | 133 90 | 1,193 02 |
| 65 Petrolea | 125 23 | 248 96 | 722 68 |
| 66 Plantagenet | ..... | 18 57 | 1,607 26 |
| 67 Port Arthur | 94 81 | 463 41 | 938 09 |
| 68 Port Dover | ..... | 77 09 | 231 26 |
| 69 Port Elgin | ..... | 62 12 | 523 68 |
| 70 Port Hope | 372 72 | 538 67 | 895 29 |
| 71 Port Perry | 58 35 | 39 74 | 432 43 |
| 72 Port Rowan | 38 10 | 166 59 | 305 54 |
| 73 Prescott | 40 00 | 131 75 | 1,101 13 |
| 74 Richmond Hill | ..... | 110 47 | 472 79 |
| 75 Rockland | 105 39 | 278 02 | 932 19 |
| 76 Sault Ste. Marie | 110 64 | 332 42 | 1,905 05 |
| 77 Simcoe | 64 85 | 278 06 | 878 57 |
| 78 Smith's Falls | 419 46 | 456 56 | 911 30 |
| 79 Smithville | 39 45 | 263 81 | 347 69 |
| 80 Stirling | 239 23 | 88 19 | 419 73 |
| 81 Streetsville | 50 16 | 39 37 | 330 95 |
| 82 Sudbury | 8 93 | ..... | 1,742 51 |
| 83 Sydenham | 37 51 | 174 02 | 330 89 |
| 84 Thorold | 61 95 | 128 97 | 487 82 |
| 85 Tillsonburg | 4 00 | 158 03 | 857 38 |
| 86 Toronto, Malvern | 506 96 | 101 79 | 1,629 94 |
| 87 Toronto, Oakwood | 222 12 | 1,017 62 | 1,524 40 |
| 88 Toronto, Riverdale | 355 52 | 522 00 | 3,174 29 |
| 89 Toronto, Technical | 1,155 08 | 1,559 35 | 8,467 77 |
| 90 Trenton | 402 65 | 43 00 | 259 92 |
| 91 Uxbridge | 31 22 | 8 36 | 925 69 |
| 92 Vienna | 47 11 | 150 00 | 80 00 |
| 93 Walkerton | ..... | 117 28 | 768 85 |
| 94 Wardsville | 52 50 | 122 27 | 195 12 |
| 95 Waterdown | ..... | 69 00 | 435 71 |
| 96 Waterford | 27 89 | 161 99 | 529 15 |
| 97 Watford | 295 03 | ..... | 1,004 47 |
| 98 Welland | 226 92 | 55 34 | 863 77 |
| 99 Weston | 34 02 | 125 87 | 807 91 |
| 100 Wiarton | 21 12 | 238 20 | 478 34 |
| 101 Williamstown | 190 60 | 84 47 | 941 99 |
| 102 Wingham | 104 01 | 54 53 | 894 23 |
| 1 Totals, High Schools | 12,990 86 | 18,108 75 | 98,838 60 |
| 2 Totals, Collegiate Institutes | 15,393 46 | 17,481 03 | 109,884 57 |
| 3 Grand Totals, 1909 | 28,384 32 | 35,589 78 | 208,723 17 |
| 4 Grand Totals, 1908 | 26,733 32 | 27,155 73 | 198,053 78 |
| 5 Increases | 1,651 00 | 8,434 05 | 10,669 39 |
| 6 Decrease | ..... | ..... | ..... |
| 7 Percentages | 1.75 | 2.19 | 12.87 |

AND HIGH SCHOOLS—Continued
Statement.—Concluded.

Continued.

| | Total expenditure. | Balances. | Charges per year for tuition. |
|---|---|---|---|
| | $ c. | $ c. | |
| 57 | 15,168 26 | ..... | $5 to $8. |
| 58 | 2,437 89 | ..... | H. S. D. free; others $10. |
| 59 | 6,153 67 | 243 39 | $10. |
| 60 | 7,128 48 | 38 63 | Form I free; all others $7.50. |
| 61 | 5,265 56 | ..... | H. S. D., Oxford and Waterloo Cos. free; others $20. |
| 62 | 4,255 90 | 410 63 | $6; $8; $10. |
| 63 | 5,760 14 | 616 91 | Free. |
| 64 | 4,122 48 | 598 39 | Free |
| 65 | 5,534 02 | 2,008 81 | Free. |
| 66 | 4,249 30 | 747 84 | Free. |
| 67 | 7,081 31 | 61,123 95 | Free. |
| 68 | 2,017 05 | ..... | Free. |
| 69 | 3,273 82 | 72 44 | Village $6; others $10. |
| 70 | 7,513 80 | ..... | $9. |
| 71 | 4,316 02 | 143 95 | $7.50. |
| 72 | 2,123 48 | ..... | Free. |
| 73 | 4,932 88 | 134 92 | Town free; all others $5. |
| 74 | 2,925 91 | 210 71 | $10. |
| 75 | 4,238 60 | 547 60 | Province free; others $20. |
| 76 | 12,800 30 | 9,203 78 | $10. |
| 77 | 7,343 73 | 1,768 36 | H. S. D. and Co. free; others $10. |
| 78 | 6,490 82 | ..... | Res. free; non-res. $10. |
| 79 | 2,419 10 | 1,518 17 | Free, except Chemistry Class $1. |
| 80 | 3,200 15 | 689 65 | Free. |
| 81 | 2,840 48 | 1,379 85 | $10. |
| 82 | 35,770 98 | 5,265 04 | Res. free; non-res. $10. |
| 83 | 4,303 47 | 6 32 | L. and M. Schs., Co. $5, others $6; U. Sch. $12 to all. |
| 84 | 3,336 33 | 632 05 | Free. |
| 85 | 7,640 65 | 662 02 | L. and M. Schs. $7.50; U. Sch. $10. |
| 86 | 7,536 19 | ..... | $6; $9; $15; $21; $27. |
| 87 | 32,108 64 | 134,975 00 | |
| 88 | 52,359 89 | 29,653 61 | [per term. |
| 89 | 146,831 37 | 121,277 06 | 1st year free; 2nd $9; 3rd $15; specials $2 per subject |
| 90 | 5,259 81 | 666 47 | Free. |
| 91 | 4,277 22 | 7 10 | Town $5; others $7.50. |
| 92 | 1,833 31 | 471 68 | Free. |
| 93 | 4,795 63 | 704 99 | $10. |
| 94 | 1,846 77 | 197 28 | $7.50. |
| 95 | 2,761 71 | 153 49 | $5. |
| 96 | 3,351 34 | 404 24 | Free. |
| 97 | 4,449 43 | 1,658 94 | Res. $10; others free. |
| 98 | 5,706 03 | 3,844 89 | Free. |
| 99 | 4,182 80 | ..... | $10. |
| 100 | 3,845 44 | 300 43 | $5. |
| 101 | 5,057 35 | 179 24 | Free. |
| 102 | 6,100 85 | 1,476 56 | $6; $8; $10. |
| 1 | 754,762 57 | 419,507 00 | 52 free; 50 not free. |
| 2 | 866,874 93 | 132,388 69 | 11 free; 32 not free. |
| 3 | 1,621,637 50 | 551,895 69 | 63 free; 82 not free. |
| 4 | 1,385,832 07 | 615,474 73 | 64 free; 81 not free. |
| 5 | 235,805 43 | ..... | 1 not free. |
| 6 | ..... | 63,579 04 | 1 free. |
| 7 | ..... | ..... | 43.44 free; 56.55 not free. |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools, and

| Collegiate Institutes. | Pupils. | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys. | Girls. | Totals. | Average Attendance. | Lower School. | Middle School. | Upper School. | Municipalities composing the High School District. | Municipalities within the County or Territorial District. | Other Counties or Districts. |
| 1 Barrie | 145 | 157 | 302 | 176 | 180 | 90 | 32 | 175 | 124 | 3 |
| 2 Berlin | 175 | 149 | 324 | 212 | 208 | 89 | 27 | 198 | 122 | 4 |
| 3 Brantford | 285 | 260 | 545 | 335 | 361 | 135 | 49 | 395 | 133 | 17 |
| 4 Brockville | 166 | 198 | 364 | 230 | 228 | 99 | 37 | 265 | 98 | 1 |
| 5 Chatham | 226 | 249 | 475 | 310 | 268 | 171 | 36 | 337 | 130 | 8 |
| 6 Clinton | 85 | 101 | 186 | 116 | 95 | 59 | 32 | 88 | 94 | 4 |
| 7 Cobourg | 106 | 126 | 232 | 158 | 139 | 73 | 20 | 148 | 83 | 1 |
| 8 Collingwood | 117 | 126 | 243 | 143 | 151 | 67 | 25 | 162 | 51 | 30 |
| 9 Fort William | 64 | 80 | 144 | 82 | 119 | 17 | 8 | 139 | 4 | 1 |
| 10 Galt | 208 | 188 | 396 | 253 | 268 | 116 | 12 | 231 | 132 | 33 |
| 11 Goderich | 79 | 141 | 220 | 142 | 115 | 66 | 39 | 115 | 103 | 2 |
| 12 Guelph | 213 | 217 | 430 | 276 | 257 | 120 | 53 | 317 | 91 | 22 |
| 13 Hamilton | 573 | 505 | 1,078 | 740 | 556 | 361 | 161 | 915 | 130 | 33 |
| 14 Ingersoll | 94 | 118 | 212 | 124 | 127 | 73 | 12 | 95 | 79 | 38 |
| 15 Kingston | 261 | 294 | 555 | 366 | 291 | 216 | 48 | 459 | 82 | 14 |
| 16 Lindsay | 181 | 177 | 358 | 235 | 209 | 100 | 49 | 189 | 110 | 59 |
| 17 London | 582 | 652 | 1,234 | 761 | 865 | 283 | 86 | 987 | 239 | 8 |
| 18 Morrisburg | 74 | 89 | 163 | 109 | 95 | 53 | 15 | 77 | 86 | ..... |
| 19 Napanee | 113 | 159 | 272 | 173 | 151 | 92 | 29 | 135 | 130 | 7 |
| 20 Niagara Falls | 140 | 176 | 316 | 190 | 222 | 73 | 21 | 244 | 50 | 22 |
| 21 Orillia | 166 | 196 | 362 | 232 | 243 | 91 | 28 | 186 | 113 | 63 |
| 22 Ottawa | 611 | 485 | 1,096 | 728 | 680 | 362 | 54 | 1,016 | 36 | 44 |
| 23 Owen Sound | 206 | 279 | 485 | 326 | 262 | 166 | 57 | 291 | 153 | 41 |
| 24 Perth | 108 | 106 | 214 | 149 | 112 | 87 | 15 | 124 | 89 | 1 |
| 25 Peterborough | 195 | 249 | 444 | 325 | 303 | 100 | 41 | 387 | 40 | 17 |
| 26 Picton | 105 | 110 | 215 | 153 | 142 | 58 | 15 | 101 | 113 | 1 |
| 27 Renfrew | 126 | 166 | 292 | 179 | 186 | 88 | 18 | 158 | 122 | 12 |
| 28 Ridgetown | 102 | 113 | 215 | 137 | 144 | 51 | 20 | 88 | 127 | ..... |
| 29 St. Catharines | 169 | 204 | 373 | 214 | 266 | 74 | 33 | 250 | 117 | 6 |
| 30 St. Mary's | 128 | 139 | 267 | 178 | 111 | 121 | 35 | 133 | 69 | 65 |
| 31 St. Thomas | 199 | 278 | 477 | 303 | 357 | 99 | 21 | 363 | 114 | ..... |
| 32 Sarnia | 148 | 206 | 354 | 227 | 246 | 81 | 27 | 277 | 76 | 1 |
| 33 Seaforth | 98 | 122 | 220 | 158 | 111 | 81 | 28 | 83 | 117 | 20 |
| 34 Stratford | 227 | 204 | 431 | 263 | 267 | 108 | 56 | 327 | 76 | 28 |
| 35 Strathroy | 89 | 117 | 206 | 135 | 135 | 48 | 23 | 116 | 90 | ..... |
| 36 Toronto, Harbord | 336 | 346 | 682 | 409 | 297 | 259 | 126 | 682 | ..... | ..... |
| 37 Toronto, Parkdale | 345 | 288 | 633 | 404 | 387 | 184 | 62 | 572 | 35 | 26 |
| 38 Toronto, Jarvis | 353 | 379 | 732 | 450 | 416 | 243 | 73 | 720 | 5 | 7 |
| 39 Toronto, Humberside | 180 | 222 | 402 | 240 | 269 | 108 | 25 | 318 | 59 | 25 |
| 40 Vanleek Hill | 78 | 117 | 195 | 130 | 134 | 46 | 15 | 89 | 68 | 38 |
| 41 Whitby | 71 | 107 | 178 | 115 | 88 | 69 | 21 | 106 | 71 | 1 |
| 42 Windsor | 173 | 219 | 392 | 238 | 319 | 66 | 7 | 302 | 88 | 2 |
| 43 Woodstock | 221 | 214 | 435 | 262 | 326 | 68 | 41 | 268 | 160 | 7 |
| Totals | 8,321 | 9,028 | 17,349 | 11,086 | 10,706 | 5,011 | 1,632 | 12,628 | 4,009 | 712 |

AND HIGH SCHOOLS—Continued

in the Various Subjects, etc.

| | Occupation of Parents. | | | | | | Number of Pupils in the Various Subjects. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commercial. | Agricultural. | Professions. | Mechanical occupations. | Labouring. | Other Callings. | English Grammar. | English Composition and Rhetoric. | English Literature. | Canadian History. | British History. | Ancient History. | Mediæval History. | Modern History. | Geography. |
| 1 | 70 | 103 | 37 | 71 | 4 | 17 | 277 | 296 | 294 | 229 | 256 | 86 | 18 | 12 | 234 |
| 2 | 165 | 25 | 41 | 21 | 29 | 43 | 232 | 304 | 301 | 294 | 191 | 87 | 9 | 8 | 187 |
| 3 | 169 | 128 | 51 | 162 | 37 | 8 | 415 | 533 | 530 | 489 | 489 | 151 | 30 | 16 | 382 |
| 4 | 67 | 52 | 85 | 90 | 40 | 30 | 316 | 364 | 364 | 319 | 309 | 101 | 15 | 5 | 273 |
| 5 | 133 | 138 | 48 | 69 | 55 | 32 | 323 | 473 | 473 | 439 | 475 | 171 | 33 | 35 | 268 |
| 6 | 52 | 79 | 10 | 33 | 8 | 4 | 113 | 182 | 182 | 114 | 117 | 70 | 30 | 21 | 110 |
| 7 | 50 | 75 | 20 | 44 | 25 | 18 | 182 | 232 | 232 | 63 | 232 | 30 | 13 | 11 | 174 |
| 8 | 42 | 76 | 12 | 32 | 67 | 14 | 218 | 243 | 243 | 109 | 218 | 67 | 13 | 11 | 151 |
| 9 | 56 | 2 | 19 | 47 | 12 | 8 | 128 | 140 | 140 | 119 | 121 | 20 | 6 | 18 | 136 |
| 10 | 54 | 61 | 19 | 207 | 41 | 14 | 263 | 388 | 390 | 294 | 390 | 116 | 9 | 9 | 263 |
| 11 | 44 | 87 | 20 | 50 | 10 | 9 | 181 | 215 | 215 | 115 | 115 | 98 | 20 | 19 | 111 |
| 12 | 157 | 114 | 32 | 94 | 25 | 8 | 257 | 430 | 430 | 377 | 279 | 120 | 40 | 22 | 257 |
| 13 | 385 | 141 | 121 | 250 | 111 | 70 | 727 | 1,025 | 1,024 | 888 | 888 | 337 | 124 | 97 | 550 |
| 14 | 45 | 93 | 16 | 48 | 4 | 6 | 181 | 209 | 209 | 204 | 204 | 42 | 8 | 4 | 166 |
| 15 | 169 | 81 | 61 | 145 | 68 | 31 | 343 | 548 | 550 | 265 | 311 | 131 | 17 | 14 | 393 |
| 16 | 63 | 127 | 22 | 84 | 14 | 48 | 227 | 208 | 208 | 309 | 347 | 140 | 41 | 12 | 209 |
| 17 | 471 | 204 | 96 | 418 | 15 | 30 | 1,002 | 1,224 | 1,224 | 1,208 | 1,208 | 298 | 45 | 14 | 1,002 |
| 18 | 31 | 57 | 17 | 34 | 23 | 1 | 148 | 161 | 161 | 115 | 68 | 48 | 13 | 7 | 106 |
| 19 | 42 | 135 | 32 | 19 | 28 | 16 | 151 | 267 | 267 | 243 | 252 | 52 | 19 | 11 | 151 |
| 20 | 82 | 38 | 32 | 62 | 77 | 25 | 187 | 312 | 312 | 222 | 222 | 73 | 21 | 21 | 222 |
| 21 | 97 | 99 | 48 | 80 | 3 | 35 | 350 | 362 | 348 | 258 | 203 | 191 | 7 | 9 | 232 |
| 22 | 298 | 51 | 145 | 213 | 74 | 315 | 566 | 1,088 | 1,085 | 579 | 564 | 114 | 29 | 16 | 652 |
| 23 | 145 | 136 | 52 | 67 | 65 | 20 | 428 | 460 | 460 | 433 | 433 | 166 | 38 | 33 | 402 |
| 24 | 35 | 76 | 10 | 44 | 21 | 28 | 174 | 212 | 212 | 204 | 211 | 52 | 9 | 8 | 174 |
| 25 | 103 | 36 | 45 | 75 | 114 | 71 | 397 | 441 | 441 | 403 | 200 | 114 | 13 | 10 | 359 |
| 26 | 43 | 91 | 25 | 29 | 15 | 12 | 177 | 214 | 211 | 182 | 148 | 62 | 10 | 10 | 168 |
| 27 | 74 | 119 | 12 | 52 | 29 | 6 | 243 | 292 | 288 | 183 | 156 | 91 | 14 | 14 | 210 |
| 28 | 44 | 76 | 12 | 34 | 27 | 22 | 165 | 212 | 212 | 198 | 198 | 54 | 17 | 18 | 165 |
| 29 | 98 | 61 | 22 | 108 | 46 | 38 | 329 | 349 | 348 | 329 | 329 | 74 | 17 | 9 | 256 |
| 30 | 41 | 149 | 21 | 26 | 27 | 3 | 191 | 256 | 256 | 76 | 199 | 128 | 20 | 18 | 157 |
| 31 | 149 | 114 | 23 | 77 | 86 | 28 | 456 | 477 | 477 | 174 | 223 | 99 | 21 | 21 | 357 |
| 32 | 137 | 73 | 18 | 98 | 28 | ..... | 277 | 348 | 348 | 290 | 290 | 81 | 13 | 11 | 216 |
| 33 | 39 | 120 | 19 | 19 | 13 | 10 | 151 | 206 | 206 | 192 | 190 | 83 | 28 | 28 | 111 |
| 34 | 130 | 95 | 65 | 125 | ..... | 16 | 300 | 348 | 422 | 375 | 375 | 150 | 48 | 35 | 262 |
| 35 | 42 | 104 | 16 | 39 | 5 | ..... | 149 | 206 | 206 | 185 | 185 | 60 | 19 | 11 | 131 |
| 36 | 200 | 1 | 125 | 125 | ..... | 231 | 639 | 682 | 682 | 370 | 459 | 330 | 101 | 101 | 420 |
| 37 | 320 | 13 | 91 | 95 | 46 | 68 | 550 | 621 | 625 | 363 | 432 | 160 | 32 | 14 | 486 |
| 38 | 315 | 16 | 118 | 148 | 100 | 35 | 568 | 724 | 724 | 365 | 415 | 243 | 30 | 35 | 486 |
| 39 | 120 | 43 | 33 | 148 | 21 | 37 | 347 | 396 | 396 | 224 | 217 | 71 | 7 | 8 | 289 |
| 40 | 8 | 98 | 12 | 25 | 27 | 25 | 134 | 195 | 195 | 180 | 195 | 61 | 15 | 12 | 134 |
| 41 | 36 | 61 | 12 | 24 | 25 | 20 | 105 | 174 | 174 | 140 | 140 | 69 | 15 | 6 | 105 |
| 42 | 117 | 34 | 27 | 148 | 43 | 23 | 323 | 392 | 392 | 232 | 232 | 84 | 10 | 15 | 185 |
| 43 | 115 | 121 | 25 | 104 | 48 | 22 | 326 | 420 | 420 | 394 | 420 | 148 | 26 | 15 | 326 |
| | 5,043 | 3,603 | 1,767 | 3,883 | 1,556 | 1,497 | 13,216 | 16,829 | 16,877 | 12,744 | 13,106 | 4,923 | 1,063 | 824 | 11,628 |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools,

Number of Pupils in the Various Subjects.—Continued.

| Collegiate Institutes. | Reading. | Arithmetic and Mensuration. | Algebra. | Geometry. | Trigonometry. | French. | German. | Latin. | Greek. | Zoology. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 Barrie | 205 | 273 | 292 | 202 | 25 | 189 | 26 | 238 | 15 | 209 |
| 2 Berlin | 226 | 251 | 302 | 157 | 17 | 72 | 145 | 260 | 4 | 170 |
| 3 Brantford | 409 | 411 | 451 | 446 | 33 | 392 | 131 | 373 | 11 | 144 |
| 4 Brockville | 307 | 346 | 337 | 268 | 29 | 257 | 44 | 301 | 8 | 128 |
| 5 Chatham | 473 | 323 | 374 | 285 | 34 | 235 | 46 | 303 | 42 | 199 |
| 6 Clinton | 110 | 137 | 165 | 160 | 23 | 95 | 13 | 143 | 7 | 125 |
| 7 Cobourg | 139 | 182 | 157 | 141 | 14 | 73 | 12 | 134 | 3 | 7 |
| 8 Collingwood | 151 | 218 | 220 | 220 | 20 | 120 | 27 | 182 | 4 | 141 |
| 9 Fort William | 119 | 136 | 115 | 115 | 4 | 114 | 12 | 126 | 3 | 95 |
| 10 Galt | 263 | 263 | 341 | 318 | 12 | 248 | 72 | 239 | 6 | 186 |
| 11 Goderich | 115 | 181 | 160 | 150 | 30 | 101 | 43 | 102 | 5 | 132 |
| 12 Guelph | 257 | 257 | 186 | 261 | 53 | 284 | 105 | 340 | 14 | 239 |
| 13 Hamilton | 552 | 732 | 1,014 | 1,013 | 127 | 633 | 283 | 945 | 35 | 821 |
| 14 Ingersoll | 142 | 178 | 175 | 124 | 9 | 98 | 5 | 113 | .... | 99 |
| 15 Kingston | 319 | 484 | 502 | 373 | 35 | 408 | 113 | 383 | 18 | 309 |
| 16 Lindsay | 209 | 209 | 296 | 296 | 35 | 274 | 37 | 273 | 12 | 217 |
| 17 London | 1,002 | 1,002 | 1,049 | 836 | 45 | 515 | 95 | 650 | 11 | 801 |
| 18 Morrisburg | 106 | 148 | 150 | 150 | 12 | 125 | 14 | 124 | 8 | 69 |
| 19 Napanee | 151 | 158 | 233 | 136 | 21 | 178 | 60 | 193 | 6 | 138 |
| 20 Niagara Falls | 222 | 254 | 312 | 240 | 20 | 198 | 36 | 182 | 8 | 210 |
| 21 Orillia | 227 | 350 | 299 | 299 | 11 | 163 | 17 | 244 | 4 | 184 |
| 22 Ottawa | 790 | 938 | 949 | 630 | 72 | 935 | 153 | 736 | 23 | 660 |
| 23 Owen Sound | 262 | 428 | 415 | 408 | 42 | 230 | 28 | 295 | 12 | 30 |
| 24 Perth | 112 | 174 | 204 | 154 | 9 | 113 | 21 | 82 | 7 | 120 |
| 25 Peterborough | 359 | 397 | 361 | 357 | 31 | 338 | 51 | 299 | 10 | 222 |
| 26 Picton | 160 | 191 | 202 | 106 | 5 | 166 | 55 | 161 | .... | 85 |
| 27 Renfrew | 184 | 212 | 287 | 261 | 15 | 144 | 18 | 201 | 4 | 141 |
| 28 Ridgetown | 165 | 165 | 182 | 182 | 17 | 58 | 14 | 176 | 3 | 20 |
| 29 St. Catharines | 256 | 330 | 298 | 218 | 22 | 153 | 46 | 164 | 10 | 114 |
| 30 St. Mary's | 152 | 209 | 256 | 237 | 23 | 162 | 31 | 234 | 17 | 218 |
| 31 St. Thomas | 357 | 456 | 372 | 244 | 21 | 213 | 40 | 240 | 2 | 252 |
| 32 Sarnia | 246 | 277 | 244 | 174 | 20 | 186 | 26 | 215 | 6 | 74 |
| 33 Seaforth | 111 | 151 | 196 | 182 | 28 | 124 | 19 | 197 | 30 | 108 |
| 34 Stratford | 367 | 303 | 336 | 336 | 52 | 171 | 77 | 290 | 7 | 209 |
| 35 Strathroy | 134 | 148 | 177 | 116 | 20 | 144 | 24 | 154 | 6 | 106 |
| 36 Toronto, Harbord | 420 | 635 | 660 | 660 | 110 | 614 | 341 | 599 | 74 | 298 |
| 37 Toronto, Parkdale | 486 | 520 | 633 | 632 | 51 | 565 | 165 | 534 | 40 | 387 |
| 38 Toronto, Jarvis | 486 | 568 | 720 | 717 | 55 | 668 | 249 | 650 | 51 | 275 |
| 39 Toronto, Humberside | 308 | 356 | 368 | 214 | 17 | 133 | 57 | 275 | 10 | 209 |
| 40 Vankleek Hill | 134 | 134 | 174 | 174 | 12 | 98 | 3 | 121 | .... | 9 |
| 41 Whitby | 105 | 105 | 175 | 135 | 17 | 41 | 16 | 98 | 4 | 111 |
| 42 Windsor | 354 | 366 | 287 | 171 | 1 | 181 | 14 | 191 | 3 | 252 |
| 43 Woodstock | 326 | 326 | 420 | 420 | 26 | 234 | 66 | 312 | 11 | 157 |
| Totals | 11,978 | 13,882 | 15,046 | 12,918 | 1,275 | 10,443 | 2,850 | 12,072 | 554 | 8,680 |

AND HIGH SCHOOLS—Continued

and in the Various Subjects, etc.—Continued.

| | Number of Pupils in the Various Subjects.—Continued. | | | | | | | | | | Special Courses. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Botany. | Chemistry. | Physics. | Mineralogy. | Writing. | Bookkeeping. | Stenography. | Typewriting. | Art. | Physical Education. | Commercial. | Agriculture. | Manual Training. | Household Science. | Art. |
| 1 | 209 | 194 | 285 | 8 | 123 | 171 | 50 | 49 | 217 | 302 | ..... | ..... | ..... | ..... | .... |
| 2 | 168 | 82 | 123 | 9 | 196 | 95 | 60 | 57 | 251 | 284 | 60 | .... | 105 | 103 | .... |
| 3 | 144 | 244 | 280 | 8 | 334 | 180 | 80 | 39 | 332 | 473 | 78 | .... | 105 | 105 | 11 |
| 4 | 129 | 137 | 226 | 7 | 175 | 169 | 46 | 12 | 215 | 364 | 3 | .... | ..... | ..... | .... |
| 5 | 199 | 267 | 375 | 9 | 182 | 182 | 94 | 94 | 169 | ..... | 94 | .... | ..... | ..... | .... |
| 6 | 125 | 75 | 170 | 9 | 83 | 106 | 23 | 40 | 110 | 186 | 12 | .... | ..... | ..... | .... |
| 7 | 146 | 64 | 202 | 8 | 63 | 91 | 50 | 50 | 49 | 230 | ..... | ..... | ..... | ..... | .... |
| 8 | 141 | 117 | 208 | 5 | 91 | 110 | 34 | 34 | 135 | 242 | ..... | .... | ..... | ..... | .... |
| 9 | 95 | 112 | 112 | .... | 119 | 84 | 24 | 24 | 97 | 122 | 24 | .... | ..... | ..... | .... |
| 10 | 186 | 116 | 224 | .... | 178 | 178 | 74 | 74 | 219 | 379 | 74 | 24 | 149 | 132 | .... |
| 11 | 132 | 120 | 184 | 20 | 83 | 98 | 66 | 41 | 87 | 199 | ..... | ..... | ..... | ..... | .... |
| 12 | 239 | 248 | 356 | 40 | 169 | 169 | 71 | 71 | 188 | 428 | 71 | .... | ..... | 48 | .... |
| 13 | 821 | 644 | 962 | 15 | 521 | 521 | 75 | ..... | 818 | 1,016 | ..... | .... | 444 | 352 | .... |
| 14 | 101 | 68 | 171 | 2 | 119 | 62 | 30 | 19 | 85 | 212 | ..... | .... | 60 | 76 | .... |
| 15 | 309 | 162 | 419 | 3 | 293 | 127 | 65 | 67 | 54 | ..... | 74 | .... | 251 | 36 | .... |
| 16 | 217 | 155 | 203 | 13 | 165 | 132 | 60 | 60 | 176 | 358 | 60 | .... | ..... | ..... | 12 |
| 17 | 801 | 791 | 1,032 | 25 | 755 | 755 | 215 | 92 | 485 | 1,034 | 214 | .... | ..... | 539 | .... |
| 18 | 69 | 80 | 134 | 3 | 88 | 88 | 26 | 26 | 93 | 160 | 25 | 6 | ..... | ..... | .... |
| 19 | 138 | 111 | 195 | 7 | 131 | 144 | 38 | 30 | 161 | 271 | ..... | .... | ..... | ..... | .... |
| 20 | 210 | 144 | 238 | 2 | 222 | 193 | 121 | 76 | 150 | 316 | 123 | .... | ..... | ..... | .... |
| 21 | 184 | 150 | 289 | 11 | 125 | 115 | 49 | 50 | 159 | 356 | 56 | .... | ..... | ..... | .... |
| 22 | 660 | 154 | 806 | 11 | 588 | 196 | 111 | 90 | 628 | 994 | 118 | .... | ..... | ..... | 84 |
| 23 | 30 | 390 | 410 | 21 | 262 | 262 | 60 | 49 | 262 | 480 | 59 | .... | 132 | 156 | .... |
| 24 | 120 | 205 | 205 | 3 | 97 | 97 | ..... | ..... | 112 | 214 | ..... | .... | ..... | ..... | .... |
| 25 | 222 | 273 | 242 | 17 | 300 | 164 | 70 | 36 | 172 | 434 | 72 | .... | 104 | 118 | .... |
| 26 | 85 | 126 | 127 | .... | 142 | 122 | 43 | 28 | 123 | 215 | 43 | 5 | ..... | ..... | .... |
| 27 | 132 | 98 | 281 | 14 | 141 | 153 | 36 | 39 | 160 | 290 | 36 | .... | ..... | ..... | .... |
| 28 | 20 | 60 | 68 | 8 | 124 | 124 | 48 | 30 | 118 | 210 | 42 | .... | ..... | ..... | .... |
| 29 | 114 | 186 | 198 | 2 | 199 | 159 | 114 | 58 | 104 | 342 | 122 | .... | ..... | ..... | .... |
| 30 | 218 | 189 | 255 | 13 | 85 | 129 | 20 | 10 | 188 | 247 | ..... | .... | ..... | ..... | .... |
| 31 | 252 | 360 | 372 | .... | 243 | 243 | 105 | 59 | 252 | 477 | 105 | .... | ..... | ..... | .... |
| 32 | 74 | 73 | 143 | 11 | 204 | 145 | 105 | 48 | 82 | 330 | 48 | .... | ..... | ..... | .... |
| 33 | 108 | 159 | 198 | 17 | 111 | 111 | 30 | 32 | 111 | 208 | ..... | .... | ..... | ..... | .... |
| 34 | 209 | 93 | 322 | 18 | 250 | 70 | 70 | 65 | 235 | 400 | 73 | .... | 72 | 131 | .... |
| 35 | 106 | 117 | 168 | 7 | 96 | 91 | 16 | 20 | 95 | 201 | ..... | .... | ..... | ..... | .... |
| 36 | 298 | 294 | 450 | 4 | 290 | 286 | ..... | ..... | 286 | 650 | ..... | .... | ..... | ..... | .... |
| 37 | 387 | 132 | 566 | 14 | 359 | 352 | ..... | ..... | 380 | 596 | ..... | .... | ..... | ..... | .... |
| 38 | 275 | 205 | 350 | 13 | 212 | 212 | ..... | ..... | 254 | 704 | ..... | .... | ..... | ..... | .... |
| 39 | 209 | 104 | 186 | 9 | 225 | 149 | 72 | 43 | 183 | ..... | 72 | .... | ..... | ..... | .... |
| 40 | 9 | 97 | 95 | 9 | 129 | 86 | 15 | 16 | 121 | 193 | 15 | .... | ..... | ..... | .... |
| 41 | 111 | 175 | 174 | 2 | 88 | 100 | 25 | 20 | 105 | 178 | ..... | .... | ..... | ..... | .... |
| 42 | 252 | 68 | 299 | 1 | 250 | 194 | 104 | 54 | 260 | 354 | 107 | .... | ..... | ..... | .... |
| 43 | 157 | 74 | 307 | 8 | 222 | 222 | 88 | 93 | 138 | 420 | 91 | .... | 158 | 147 | .... |
| | 8,811 | 7,713 | 12,610 | 406 | 8,832 | 7,437 | 2,483 | 1,795 | 8,619 | 15,069 | 1,971 | 35 | 1,580 | 1,943 | 107 |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

| High Schools. | Pupils. | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys. | Girls. | Totals. | Average attendance. | Lower School. | Middle School. | Upper School. | Municipalities composing the High School Dis't. | Municipalities within the County or Territorial District. | Other Counties or Districts. |
| 1 Alexandria | 56 | 115 | 171 | 101 | 125 | 46 | ..... | 152 | 12 | 7 |
| 2 Almonte | 67 | 83 | 150 | 75 | 103 | 37 | 10 | 103 | 37 | 10 |
| 3 Arnprior | 68 | 100 | 168 | 107 | 115 | 41 | 12 | 130 | 26 | 12 |
| 4 Arthur | 61 | 81 | 142 | 95 | 82 | 48 | 12 | 79 | 61 | 2 |
| 5 Athens | 80 | 115 | 195 | 129 | 124 | 71 | ..... | 83 | 111 | 1 |
| 6 Aurora | 49 | 61 | 110 | 72 | 66 | 39 | 5 | 54 | 54 | 2 |
| 7 Aylmer | 81 | 90 | 171 | 109 | 106 | 55 | 10 | 60 | 111 | ..... |
| 8 Beamsville | 36 | 41 | 77 | 40 | 44 | 33 | ..... | 52 | 25 | ..... |
| 9 Belleville | 128 | 138 | 266 | 156 | 208 | 44 | 14 | 207 | 54 | 5 |
| 10 Bowmanville | 56 | 81 | 137 | 85 | 85 | 38 | 14 | 71 | 66 | ..... |
| 11 Bradford | 82 | 70 | 152 | 89 | 98 | 54 | ..... | 54 | 95 | 3 |
| 12 Brampton | 88 | 94 | 182 | 119 | 78 | 72 | 32 | 96 | 8 | 78 |
| 13 Brighton | 36 | 44 | 80 | 53 | 48 | 32 | ..... | 43 | 37 | ..... |
| 14 Caledonia | 45 | 73 | 118 | 77 | 71 | 32 | 15 | 33 | 72 | 13 |
| 15 Campbellford | 68 | 81 | 149 | 98 | 78 | 59 | 12 | 94 | 51 | 4 |
| 16 Carleton Place | 75 | 113 | 188 | 110 | 112 | 72 | 4 | 133 | 46 | 9 |
| 17 Cayuga | 52 | 42 | 94 | 61 | 62 | 25 | 7 | 28 | 66 | ..... |
| 18 Chesley | 67 | 70 | 137 | 82 | 71 | 55 | 11 | 73 | 44 | 20 |
| 19 Colborne | 38 | 32 | 70 | 43 | 44 | 26 | ..... | 41 | 29 | ..... |
| 20 Cornwall | 161 | 178 | 339 | 225 | 232 | 86 | 21 | 171 | 142 | 26 |
| 21 Deseronto | 44 | 59 | 103 | 68 | 64 | 30 | 9 | 75 | 22 | 6 |
| 22 Dundas | 64 | 84 | 148 | 91 | 100 | 40 | 8 | 103 | 44 | 1 |
| 23 Dunnville | 73 | 101 | 174 | 108 | 122 | 45 | 7 | 89 | 63 | 22 |
| 24 Dutton | 74 | 104 | 178 | 119 | 68 | 83 | 27 | 48 | 118 | 12 |
| 25 Elora | 41 | 40 | 81 | 50 | 53 | 13 | 15 | 43 | 38 | ..... |
| 26 Essex | 63 | 73 | 136 | 84 | 83 | 39 | 14 | 39 | 95 | 2 |
| 27 Fergus | 70 | 89 | 159 | 103 | 94 | 53 | 12 | 79 | 76 | 4 |
| 28 Forest | 66 | 72 | 138 | 100 | 86 | 43 | 9 | 62 | 76 | ..... |
| 29 Gananoque | 80 | 97 | 177 | 109 | 110 | 60 | 7 | 128 | 30 | 19 |
| 30 Georgetown | 74 | 87 | 161 | 98 | 97 | 54 | 10 | 49 | 60 | 52 |
| 31 Glencoe | 52 | 66 | 118 | 73 | 68 | 39 | 11 | 39 | 71 | 8 |
| 32 Gravenhurst | 42 | 56 | 98 | 59 | 57 | 34 | 7 | 70 | 28 | ..... |
| 33 Grimsby | 66 | 63 | 129 | 75 | 93 | 36 | ..... | 53 | 44 | 32 |
| 34 Hagersville | 68 | 59 | 127 | 76 | 69 | 49 | 9 | 68 | 59 | ..... |
| 35 Harriston | 58 | 65 | 123 | 79 | 75 | 43 | 5 | 49 | 42 | 32 |
| 36 Hawkesbury | 21 | 31 | 52 | 33 | 32 | 15 | 5 | 46 | ..... | 6 |
| 37 Iroquois | 89 | 98 | 187 | 134 | 93 | 82 | 12 | 62 | 89 | 36 |
| 38 Kemptville | 70 | 125 | 195 | 126 | 98 | 75 | 22 | 81 | 64 | 50 |
| 39 Kenora | 34 | 38 | 72 | 47 | 52 | 17 | 3 | 72 | ..... | ..... |
| 40 Kincardine | 62 | 92 | 154 | 106 | 83 | 63 | 8 | 69 | 82 | 3 |
| 41 Leamington | 97 | 85 | 182 | 112 | 117 | 43 | 22 | 171 | ..... | 11 |
| 42 Listowel | 122 | 97 | 219 | 144 | 116 | 69 | 34 | 96 | 107 | 16 |
| 43 Lucan | 78 | 62 | 140 | 93 | 70 | 46 | 24 | 49 | 87 | 4 |
| 44 Madoc | 52 | 62 | 114 | 71 | 61 | 40 | 13 | 49 | 65 | ..... |
| 45 Markham | 134 | 85 | 219 | 134 | 132 | 56 | 31 | 38 | 151 | 30 |
| 46 Meaford | 73 | 85 | 158 | 103 | 80 | 57 | 21 | 76 | 70 | 12 |
| 47 Midland | 74 | 74 | 148 | 96 | 82 | 48 | 18 | 103 | 39 | 6 |
| 48 Mitchell | 67 | 80 | 147 | 100 | 88 | 59 | ..... | 86 | 60 | 1 |
| 49 Mount Forest | 81 | 91 | 172 | 114 | 96 | 69 | 7 | 98 | 34 | 40 |
| 50 Newburgh | 72 | 76 | 148 | 97 | 84 | 64 | ..... | 32 | 108 | 8 |
| 51 Newcastle | 22 | 47 | 69 | 40 | 46 | 23 | ..... | 69 | ..... | ..... |
| 52 Newmarket | 79 | 89 | 168 | 96 | 111 | 41 | 16 | 70 | 96 | 2 |
| 53 Niagara | 25 | 22 | 47 | 23 | 42 | 4 | 1 | 46 | 1 | ..... |
| 54 Niagara Falls South | 24 | 47 | 71 | 39 | 49 | 21 | 1 | 38 | 33 | ..... |
| 55 North Bay | 54 | 84 | 138 | 81 | 100 | 28 | 10 | 121 | 17 | ..... |
| 56 Norwood | 75 | 74 | 149 | 92 | 88 | 61 | ..... | 54 | 63 | 32 |

AND HIGH SCHOOLS—Continued

and in the Various Subjects, etc.—Continued.

| | Occupation of Parents. | | | | | | Number of Pupils in the Various Subjects. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commercial. | Agricultural. | Professions. | Mechanical occupations. | Labouring. | Other callings. | English Grammar. | English Composition and Rhetoric. | English Literature. | Canadian History. | British History. | Ancient History. | Mediæval History. | Modern History. | Geography. |
| 1 | 9 | 117 | 3 | 15 | 25 | 2 | 171 | 171 | 171 | 171 | 171 | 46 | .... | .... | 171 |
| 2 | 20 | 59 | 20 | 20 | 27 | 4 | 150 | 150 | 150 | 82 | 85 | 37 | 7 | 3 | 103 |
| 3 | 57 | 34 | 9 | 40 | 27 | 1 | 133 | 167 | 167 | 156 | 159 | 41 | 11 | 4 | 133 |
| 4 | 37 | 59 | 5 | 11 | 14 | 16 | 130 | 142 | 142 | 120 | 91 | 51 | 10 | 8 | 98 |
| 5 | 21 | 97 | 13 | 30 | 25 | 9 | 124 | 195 | 195 | 195 | 195 | 71 | .... | .... | 124 |
| 6 | 18 | 51 | 10 | 31 | ..... | ..... | 84 | 110 | 110 | 105 | 105 | 39 | 5 | 5 | 84 |
| 7 | 25 | 111 | 12 | 18 | 5 | ..... | 169 | 171 | 171 | 163 | 171 | 55 | 10 | 10 | 106 |
| 8 | 10 | 38 | 10 | 5 | 5 | 9 | 44 | 77 | 77 | 44 | 33 | 33 | .... | .... | 44 |
| 9 | 82 | 49 | 35 | 84 | 14 | 2 | 252 | 266 | 266 | 191 | 266 | 52 | 9 | 9 | 227 |
| 10 | 15 | 63 | 6 | 25 | 10 | 18 | 100 | 133 | 132 | 123 | 123 | 38 | 9 | 6 | 85 |
| 11 | 18 | 77 | 15 | 22 | 12 | 8 | 104 | 152 | 152 | 152 | 152 | 54 | .... | .... | 93 |
| 12 | 32 | 98 | 14 | 20 | 10 | 8 | 114 | 166 | 166 | 150 | 150 | 72 | 18 | 14 | 78 |
| 13 | 21 | 42 | 8 | 3 | 4 | 2 | 80 | 80 | 80 | 80 | 80 | 32 | .... | .... | 80 |
| 14 | 19 | 77 | 6 | 4 | 10 | 2 | 71 | 114 | 114 | 106 | 82 | 36 | 11 | 4 | 83 |
| 15 | 30 | 62 | 14 | 3 | 31 | 9 | 78 | 149 | 149 | 137 | 137 | 59 | 12 | 12 | 78 |
| 16 | 41 | 55 | 16 | 57 | 19 | ..... | 138 | 188 | 188 | 93 | 128 | 49 | 2 | 2 | 138 |
| 17 | 13 | 52 | 10 | 11 | 4 | 4 | 62 | 87 | 87 | 87 | 94 | 25 | 7 | 7 | 62 |
| 18 | 34 | 59 | 13 | 17 | 12 | 2 | 71 | 137 | 137 | 126 | 137 | 53 | 7 | 6 | 71 |
| 19 | 13 | 30 | 6 | 4 | 13 | 4 | 44 | 70 | 70 | 70 | 70 | 26 | .... | 44 | 40 |
| 20 | 70 | 91 | 33 | 63 | 54 | 28 | 275 | 334 | 334 | 262 | 139 | 64 | 18 | 2 | 272 |
| 21 | 27 | 26 | 3 | 12 | 35 | ..... | 97 | 100 | 100 | 96 | 100 | 30 | 2 | 3 | 82 |
| 22 | 40 | 32 | 11 | 30 | 14 | 21 | 139 | 147 | 148 | 139 | 147 | 47 | 8 | .... | 100 |
| 23 | 39 | 81 | 10 | 38 | 6 | ..... | 122 | 174 | 174 | 167 | 167 | 45 | 5 | 2 | 122 |
| 24 | 6 | 76 | 17 | 35 | 35 | 9 | 68 | 169 | 169 | 64 | 149 | 82 | 18 | 8 | 68 |
| 25 | 10 | 28 | 3 | 15 | 14 | 11 | 63 | 81 | 81 | 81 | 81 | 13 | 3 | 2 | 63 |
| 26 | 30 | 79 | 11 | 10 | 1 | 5 | 101 | 132 | 132 | 81 | 81 | 45 | 8 | 5 | 101 |
| 27 | 46 | 69 | 12 | 17 | 12 | 3 | 159 | 159 | 159 | 147 | 159 | 47 | 7 | 5 | 159 |
| 28 | 24 | 63 | 7 | 23 | 4 | 17 | 88 | 138 | 138 | 61 | 82 | 41 | 6 | 9 | 86 |
| 29 | 55 | 52 | 9 | 60 | 1 | ..... | 136 | 177 | 177 | 170 | 170 | 60 | 5 | 5 | 136 |
| 30 | 61 | 65 | 13 | 13 | 9 | ..... | 116 | 158 | 158 | 154 | 161 | 61 | 6 | 6 | 116 |
| 31 | 6 | 79 | 7 | 18 | 6 | 2 | 68 | 118 | 118 | 107 | 74 | 39 | 6 | 5 | 68 |
| 32 | 20 | 22 | 10 | 24 | 19 | 3 | 57 | 98 | 98 | 91 | 91 | 32 | 3 | .... | 57 |
| 33 | 24 | 50 | 6 | 16 | 6 | 27 | 129 | 129 | 129 | 89 | 129 | 36 | .... | .... | 93 |
| 34 | 29 | 65 | 4 | 9 | 14 | 6 | 69 | 127 | 127 | 118 | 118 | 49 | 9 | .... | 69 |
| 35 | 24 | 39 | 28 | 10 | 12 | 10 | 102 | 123 | 123 | 81 | 119 | 44 | 5 | 3 | 102 |
| 36 | 19 | 18 | ..... | 8 | 6 | 1 | 46 | 51 | 51 | 46 | 46 | 14 | 5 | 5 | 32 |
| 37 | 29 | 104 | 6 | 36 | 12 | ..... | 175 | 185 | 185 | 175 | 175 | 82 | 10 | 4 | 116 |
| 38 | 23 | 98 | 17 | 21 | 26 | 10 | 173 | 190 | 190 | 126 | 132 | 74 | 12 | 13 | 173 |
| 39 | 24 | 3 | 5 | 26 | 8 | 6 | 72 | 72 | 72 | 72 | 72 | 20 | 1 | 1 | 52 |
| 40 | 31 | 82 | 5 | 26 | 7 | 3 | 101 | 153 | 153 | 146 | 146 | 65 | 7 | 4 | 101 |
| 41 | 29 | 71 | 22 | 48 | 3 | 9 | 117 | 175 | 173 | 84 | 124 | 47 | 10 | 7 | 129 |
| 42 | 34 | 90 | 15 | 30 | 45 | 5 | 119 | 219 | 211 | 185 | 185 | 69 | 28 | 6 | 116 |
| 43 | 15 | 85 | 14 | 18 | 8 | ..... | 93 | 125 | 125 | 106 | 92 | 46 | 9 | 15 | 70 |
| 44 | 16 | 46 | 15 | 16 | 16 | 5 | 101 | 114 | 114 | 101 | 101 | 37 | 7 | 6 | 61 |
| 45 | 39 | 122 | 18 | 22 | 6 | 12 | 132 | 219 | 205 | 132 | 147 | 53 | 21 | 15 | 132 |
| 46 | 46 | 61 | 17 | 22 | 12 | ..... | 145 | 158 | 158 | 148 | 150 | 67 | 13 | 5 | 124 |
| 47 | 34 | 41 | 8 | 34 | 20 | 11 | 101 | 144 | 144 | 131 | 131 | 48 | 11 | 101 | 101 |
| 48 | 43 | 47 | 12 | 30 | 14 | 1 | 114 | 147 | 147 | 147 | 147 | 58 | .... | .... | 111 |
| 49 | 30 | 63 | 12 | 18 | 28 | 21 | 132 | 172 | 172 | 96 | 172 | 69 | 7 | 7 | 132 |
| 50 | 17 | 94 | 6 | 16 | 9 | 6 | 145 | 148 | 148 | 145 | 145 | 51 | .... | .... | 95 |
| 51 | 10 | 12 | 1 | ..... | 24 | 22 | 69 | 69 | 69 | 69 | 69 | 23 | .... | .... | 46 |
| 52 | 20 | 85 | 10 | 25 | 24 | 4 | 160 | 165 | 165 | 144 | 168 | 56 | 14 | 6 | 150 |
| 53 | 12 | 13 | 2 | 8 | 9 | 3 | 47 | 47 | 47 | 47 | 47 | 4 | 1 | 1 | 22 |
| 54 | 18 | 27 | 3 | 19 | 4 | ..... | 70 | 71 | 70 | 70 | 70 | 19 | .... | .... | 55 |
| 55 | 37 | 11 | 4 | 47 | 25 | 14 | 100 | 138 | 138 | 100 | 100 | 36 | 5 | 5 | 100 |
| 56 | 38 | 58 | 4 | 16 | 29 | 4 | 149 | 149 | 149 | 149 | 149 | 60 | .... | .... | 149 |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

Number of Pupils in the Various Subjects.—Continued.

| High Schools—Continued. | Reading. | Arithmetic and Mensuration. | Algebra. | Geometry. | Trigonometry. | French. | German. | Latin. | Greek. | Zoology. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 Alexandria | 171 | 171 | 171 | 123 | ..... | 130 | ..... | 162 | .... | 140 |
| 2 Almonte | 103 | 140 | 147 | 92 | 7 | 70 | 11 | 142 | 3 | 106 |
| 3 Arnprior | 133 | 134 | 167 | 106 | 12 | 93 | 12 | 129 | 6 | 144 |
| 4 Arthur | 98 | 100 | 142 | 142 | 10 | 57 | 12 | 123 | .... | 106 |
| 5 Athens | 124 | 124 | 195 | 195 | ..... | 78 | ..... | 179 | .... | 195 |
| 6 Aurora | 84 | 84 | 110 | 77 | 5 | 46 | 16 | 93 | .... | 84 |
| 7 Aylmer | 106 | 161 | 167 | 167 | 10 | 141 | 28 | 138 | .... | 116 |
| 8 Beamsville | 44 | 44 | 77 | 77 | ..... | 26 | ..... | 20 | .... | 44 |
| 9 Belleville | 227 | 252 | 265 | 176 | 8 | 90 | 30 | 203 | 3 | 223 |
| 10 Bowmanville | 84 | 84 | 130 | 130 | 8 | 55 | 10 | 97 | 3 | 90 |
| 11 Bradford | 97 | 118 | 150 | 148 | ..... | 108 | ..... | 120 | 3 | 109 |
| 12 Brampton | 78 | 114 | 166 | 166 | 24 | 153 | 13 | 161 | 6 | 82 |
| 13 Brighton | 80 | 80 | 80 | 50 | ..... | 43 | ..... | 70 | 4 | 80 |
| 14 Caledonia | 83 | 83 | 114 | 114 | 11 | 101 | 57 | 107 | .... | 87 |
| 15 Campbellford | 78 | 78 | 149 | 109 | 12 | 92 | 16 | 100 | .... | 90 |
| 16 Carlton Place | 138 | 138 | 187 | 130 | 3 | 119 | 5 | 110 | 3 | 138 |
| 17 Cayuga | 62 | 62 | 87 | 87 | ..... | 36 | ..... | 74 | .... | 69 |
| 18 Chesley | 71 | 130 | 137 | 134 | 11 | 95 | 6 | 119 | 3 | 77 |
| 19 Colborne | 44 | 44 | 70 | 50 | ..... | 50 | ..... | 65 | .... | 40 |
| 20 Cornwall | 334 | 286 | 276 | 258 | 16 | 200 | 18 | 241 | 7 | 97 |
| 21 Deseronto | 82 | 95 | 99 | 99 | 2 | 69 | 5 | 59 | 1 | 87 |
| 22 Dundas | 100 | 100 | 147 | 88 | 8 | 73 | 10 | 110 | .... | 75 |
| 23 Dunnville | 122 | 122 | 160 | 114 | 7 | 101 | 48 | 92 | .... | 122 |
| 24 Dutton | 68 | 68 | 170 | 170 | 18 | 88 | ..... | 103 | .... | 76 |
| 25 Elora | 63 | 63 | 79 | 40 | 5 | 54 | 8 | 44 | .... | 71 |
| 26 Essex | 101 | 101 | 130 | 90 | 9 | 117 | 21 | 120 | .... | 104 |
| 27 Fergus | 159 | 147 | 159 | 159 | 12 | 140 | 35 | 150 | 1 | 102 |
| 28 Forest | 86 | 86 | 138 | 138 | 6 | 70 | 6 | 93 | .... | 95 |
| 29 Gananoque | 136 | 136 | 142 | 142 | 7 | 50 | 9 | 96 | .... | 52 |
| 30 Georgetown | 116 | 116 | 157 | 157 | 6 | 49 | 7 | 81 | 2 | 123 |
| 31 Glencoe | 68 | 68 | 115 | 115 | 6 | 24 | 8 | 68 | .... | 2 |
| 32 Gravenhurst | 57 | 57 | 95 | 94 | 7 | 74 | ..... | 82 | .... | 57 |
| 33 Grimsby | 93 | 129 | 128 | 74 | ..... | 102 | 22 | 69 | .... | 93 |
| 34 Hagersville | 69 | 69 | 127 | 127 | 9 | 88 | 16 | 85 | .... | 69 |
| 35 Harriston | 102 | 119 | 123 | 102 | 5 | 50 | 25 | 80 | .... | 81 |
| 36 Hawkesbury | 32 | 46 | 51 | 51 | 5 | 45 | ..... | 18 | .... | 32 |
| 37 Iroquois | 93 | 174 | 185 | 147 | 10 | 103 | 6 | 125 | 1 | 101 |
| 38 Kemptville | 117 | 173 | 189 | 189 | 12 | 121 | 7 | 182 | 3 | 161 |
| 39 Kenora | 52 | 72 | 63 | 61 | 5 | 60 | ..... | 57 | .... | 31 |
| 40 Kincardine | 101 | 101 | 134 | 136 | 7 | 111 | 3 | 122 | 2 | 84 |
| 41 Leamington | 129 | 130 | 166 | 126 | 17 | 75 | 33 | 116 | 9 | 97 |
| 42 Listowel | 116 | 118 | 213 | 212 | 28 | 113 | 60 | 198 | 20 | 128 |
| 43 Lucan | 70 | 88 | 125 | 65 | 9 | 95 | 18 | 130 | .... | 85 |
| 44 Madoc | 61 | 101 | 114 | 114 | 7 | 50 | 6 | 100 | .... | 67 |
| 45 Markham | 132 | 132 | 205 | 206 | 17 | 175 | 20 | 200 | 2 | 18 |
| 46 Meaford | 129 | 145 | 137 | 137 | 18 | 105 | 25 | 123 | 5 | 94 |
| 47 Midland | 101 | 101 | 142 | 142 | 12 | 80 | 11 | 124 | .... | 112 |
| 48 Mitchell | 111 | 114 | 147 | 112 | ..... | 94 | 17 | 121 | .... | 111 |
| 49 Mount Forest | 132 | 132 | 172 | 128 | 6 | 93 | 16 | 149 | 1 | 135 |
| 50 Newburgh | 95 | 138 | 148 | 148 | ..... | 97 | ..... | 99 | .... | 95 |
| 51 Newcastle | 46 | 69 | 69 | 69 | ..... | 43 | 3 | 47 | .... | 46 |
| 52 Newmarket | 160 | 160 | 165 | 165 | 15 | 100 | 25 | 130 | .... | 85 |
| 53 Niagara | 22 | 47 | 47 | 47 | 1 | 14 | ..... | 15 | 1 | 22 |
| 54 Niagara Falls South | 55 | 68 | 69 | 62 | 1 | 42 | 16 | 43 | .... | 14 |
| 55 North Bay | 100 | 100 | 134 | 134 | 9 | 60 | ..... | 60 | .... | 5 |
| 56 Norwood | 89 | 149 | 149 | 103 | ..... | ..... | ..... | 88 | .... | 87 |

AND HIGH SCHOOLS—Continued
and in the Various Subjects, etc.—Continued.

| | Number of Pupils in the Various Subjects.—Continued. | | | | | | | | | | Special Courses. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Botany. | Chemistry. | Physics. | Mineralogy. | Writing. | Bookkeeping. | Stenography. | Typewriting. | Art. | Physical Education. | Commercial. | Agriculture. | Manual Training. | Household Science. | Art. |
| 1 | 140 | 94 | 171 | .... | 111 | 138 | ..... | ..... | 138 | ..... | ..... | .... | ..... | ..... | .... |
| 2 | 106 | 140 | 140 | .... | 55 | 55 | 30 | 3 | 103 | ..... | ..... | .... | ..... | ..... | .... |
| 3 | 144 | 146 | 164 | .... | 85 | 85 | ..... | ..... | 134 | ..... | ..... | .... | ..... | ..... | .... |
| 4 | 106 | 56 | 142 | 8 | 98 | 98 | ..... | ..... | 117 | 142 | ..... | .... | ..... | ..... | .... |
| 5 | 195 | 163 | 195 | .... | 124 | 50 | ..... | ..... | 195 | 195 | ..... | .... | ..... | ..... | .... |
| 6 | 84 | 73 | 110 | .... | 66 | 84 | ..... | ..... | 84 | ..... | ..... | .... | ..... | ..... | .... |
| 7 | 116 | 167 | 167 | 9 | 106 | 106 | 12 | 12 | 106 | 165 | ..... | .... | ..... | ..... | .... |
| 8 | 44 | 27 | 50 | .... | 44 | 10 | 5 | ..... | 17 | ..... | 17 | .... | ..... | ..... | .... |
| 9 | 223 | 245 | 245 | 3 | 163 | 112 | ..... | ..... | 146 | ..... | ..... | .... | ..... | ..... | .... |
| 10 | 90 | 70 | 125 | 2 | 55 | 50 | ..... | ..... | 75 | 137 | ..... | .... | ..... | ..... | .... |
| 11 | 109 | 108 | 148 | .... | 97 | 97 | 12 | 10 | 97 | ..... | 12 | .... | ..... | ..... | .... |
| 12 | 82 | 78 | 78 | 8 | 78 | 78 | ..... | ..... | 78 | ..... | ..... | .... | ..... | ..... | .... |
| 13 | 80 | 50 | 80 | .... | 43 | 60 | ..... | ..... | 80 | 36 | ..... | .... | ..... | ..... | .... |
| 14 | 87 | 36 | 114 | .... | 58 | 58 | ..... | ..... | 100 | ..... | ..... | .... | ..... | ..... | .... |
| 15 | 90 | 145 | 149 | 10 | 78 | 78 | ..... | ..... | 78 | ..... | ..... | .... | ..... | ..... | .... |
| 16 | 138 | 49 | 183 | .... | 93 | 94 | ..... | ..... | 138 | ..... | ..... | .... | ..... | ..... | .... |
| 17 | 69 | 42 | 87 | 7 | 51 | 51 | ..... | ..... | 62 | 94 | ..... | .... | ..... | ..... | .... |
| 18 | 77 | 99 | 137 | 6 | 71 | 71 | 2 | ..... | ..... | 137 | ..... | .... | ..... | ..... | .... |
| 19 | 40 | 50 | 70 | .... | 44 | 40 | ..... | ..... | 40 | ..... | ..... | .... | ..... | ..... | 6 |
| 20 | 97 | 120 | 273 | 6 | 210 | 133 | 62 | 62 | 116 | 339 | 62 | .... | ..... | ..... | .... |
| 21 | 87 | 63 | 98 | .... | 59 | 83 | ..... | ..... | 83 | ..... | ..... | .... | ..... | ..... | .... |
| 22 | 75 | 60 | 128 | .... | 100 | 80 | 40 | 27 | 80 | 148 | 28 | .... | ..... | ..... | .... |
| 23 | 122 | 109 | 137 | .... | 122 | 65 | 30 | 37 | 95 | 140 | ..... | .... | ..... | ..... | .... |
| 24 | 76 | 138 | 159 | 8 | 68 | 40 | ..... | ..... | 68 | ..... | ..... | .... | ..... | ..... | .... |
| 25 | 71 | 16 | 16 | .... | 63 | 63 | 27 | 4 | 63 | ..... | ..... | .... | ..... | ..... | .... |
| 26 | 104 | 89 | 129 | 3 | 82 | 75 | ..... | ..... | 94 | 99 | ..... | 3 | 20 | ..... | .... |
| 27 | 102 | 149 | 155 | 2 | 94 | 48 | ..... | ..... | 94 | ..... | ..... | .... | ..... | ..... | .... |
| 28 | 95 | 97 | 138 | 7 | 35 | 86 | ..... | ..... | 86 | 86 | ..... | .... | ..... | ..... | .... |
| 29 | 52 | 110 | 110 | .... | 77 | 60 | 35 | 35 | 71 | 177 | 35 | .... | ..... | ..... | .... |
| 30 | 123 | 62 | 157 | 2 | 68 | 68 | 6 | 9 | 116 | 116 | ..... | .... | ..... | ..... | .... |
| 31 | 2 | 101 | 101 | 2 | 68 | 44 | ..... | ..... | 68 | ..... | 14 | .... | ..... | ..... | .... |
| 32 | 57 | 90 | 97 | .... | 57 | 57 | 3 | 7 | 57 | ..... | ..... | .... | ..... | ..... | .... |
| 33 | 93 | 40 | 93 | .... | 53 | 53 | ..... | ..... | 79 | ..... | ..... | .... | ..... | ..... | .... |
| 34 | 69 | 63 | 127 | 9 | 58 | 58 | ..... | ..... | 69 | ..... | ..... | .... | ..... | ..... | .... |
| 35 | 81 | 90 | 120 | 5 | 66 | 66 | 4 | 4 | 76 | ..... | 4 | .... | ..... | ..... | .... |
| 36 | 32 | 46 | 46 | .... | 32 | 32 | ..... | ..... | 36 | 46 | ..... | .... | ..... | ..... | .... |
| 37 | 101 | 142 | 184 | 4 | 36 | 37 | 8 | 4 | 92 | ..... | ..... | .... | ..... | ..... | .... |
| 38 | 160 | 183 | 183 | 7 | 110 | 50 | 20 | 35 | 156 | 135 | ..... | .... | ..... | ..... | .... |
| 39 | 31 | 17 | 61 | .... | 52 | 44 | 11 | ..... | 46 | ..... | 11 | .... | ..... | ..... | .... |
| 40 | 84 | 127 | 135 | 4 | 101 | 91 | 22 | 22 | 98 | 154 | 22 | .... | ..... | ..... | .... |
| 41 | 97 | 102 | 150 | 4 | 67 | 67 | 20 | 20 | 92 | 104 | 20 | .... | ..... | ..... | .... |
| 42 | 128 | 126 | 215 | .... | 116 | 116 | ..... | ..... | 116 | 122 | ..... | .... | ..... | ..... | .... |
| 43 | 85 | 97 | 125 | 15 | 60 | 60 | ..... | 16 | 70 | 57 | ..... | .... | ..... | ..... | .... |
| 44 | 67 | 92 | 114 | .... | 61 | 61 | ..... | ..... | 61 | ..... | ..... | .... | ..... | ..... | .... |
| 45 | 18 | 18 | 15 | 18 | 80 | 80 | ..... | ..... | 132 | ..... | ..... | .... | ..... | ..... | .... |
| 46 | 94 | 130 | 93 | 6 | 104 | 60 | 20 | 20 | 75 | 158 | ..... | .... | ..... | ..... | .... |
| 47 | 112 | 92 | 114 | 11 | 80 | 80 | ..... | ..... | 101 | ..... | ..... | .... | ..... | ..... | .... |
| 48 | 111 | 112 | 146 | .... | 81 | 81 | ..... | ..... | 111 | 147 | ..... | .... | ..... | ..... | .... |
| 49 | 135 | 128 | 172 | 3 | 96 | 96 | ..... | ..... | 132 | 81 | ..... | .... | ..... | ..... | .... |
| 50 | 95 | 53 | 110 | .... | 95 | 93 | ..... | ..... | 95 | ..... | ..... | .... | ..... | ..... | .... |
| 51 | 46 | 69 | 69 | .... | 46 | 46 | ..... | ..... | 46 | ..... | ..... | .... | ..... | ..... | .... |
| 52 | 85 | 135 | 135 | .... | 97 | 97 | 48 | 40 | 50 | 145 | 33 | .... | ..... | ..... | .... |
| 53 | 22 | 15 | 26 | .... | 22 | 22 | 16 | 16 | 22 | 47 | ..... | .... | ..... | ..... | .... |
| 54 | 14 | 9 | 27 | .... | 43 | 40 | 36 | 37 | 27 | 55 | 15 | .... | ..... | 31 | .... |
| 55 | 105 | 33 | 33 | 5 | 64 | 64 | ..... | 1 | 64 | ..... | ..... | .... | ..... | ..... | .... |
| 56 | 87 | 96 | 143 | .... | 48 | 48 | ..... | ..... | 87 | 70 | ..... | .... | ..... | ..... | .... |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

| | High Schools.—Continued. | Pupils. | | | | Number of Pupils in— | | |
|---|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Totals. | Average Attendance. | Lower School. | Middle School. | Lower School. |
| 57 | Oakville | 61 | 53 | 114 | 66 | 79 | 35 | ..... |
| 58 | Omemee | 39 | 48 | 87 | 57 | 44 | 43 | ..... |
| 59 | Orangeville | 100 | 91 | 191 | 119 | 84 | 97 | 10 |
| 60 | Oshawa | 98 | 112 | 210 | 125 | 154 | 42 | 14 |
| 61 | Paris | 61 | 74 | 135 | 88 | 98 | 26 | 11 |
| 62 | Parkhill | 77 | 73 | 150 | 95 | 101 | 33 | 16 |
| 63 | Pembroke | 87 | 76 | 163 | 100 | 109 | 47 | 7 |
| 64 | Penetanguishene | 48 | 61 | 109 | 65 | 83 | 26 | ..... |
| 65 | Petrolea | 72 | 101 | 173 | 103 | 124 | 41 | 8 |
| 66 | Plantagenet | 26 | 49 | 75 | 45 | 61 | 14 | ..... |
| 67 | Port Arthur | 57 | 88 | 145 | 78 | 112 | 23 | 10 |
| 68 | Port Dover | 32 | 34 | 66 | 47 | 44 | 22 | ..... |
| 69 | Port Elgin | 38 | 52 | 90 | 74 | 60 | 30 | ..... |
| 70 | Port Hope | 76 | 122 | 198 | 144 | 124 | 55 | 19 |
| 71 | Port Perry | 54 | 56 | 110 | 70 | 76 | 29 | 5 |
| 72 | Port Rowan | 29 | 28 | 57 | 34 | 32 | 25 | ..... |
| 73 | Prescott | 65 | 84 | 149 | 94 | 91 | 48 | 10 |
| 74 | Richmond Hill | 60 | 63 | 123 | 74 | 91 | 32 | ..... |
| 75 | Rockland | 18 | 38 | 56 | 31 | 42 | 14 | ..... |
| 76 | Sault Ste. Marie | 131 | 166 | 297 | 177 | 228 | 49 | 20 |
| 77 | Simcoe | 86 | 116 | 202 | 125 | 110 | 68 | 24 |
| 78 | Smith's Falls | 92 | 129 | 221 | 151 | 156 | 54 | 11 |
| 79 | Smithville | 27 | 50 | 77 | 46 | 56 | 21 | ..... |
| 80 | Stirling | 62 | 63 | 125 | 74 | 82 | 35 | 8 |
| 81 | Streetsville | 33 | 41 | 74 | 40 | 53 | 21 | ..... |
| 82 | Sudbury | 66 | 64 | 130 | 80 | 88 | 35 | 7 |
| 83 | Sydenham | 73 | 78 | 151 | 104 | 87 | 46 | 18 |
| 84 | Thorold | 27 | 64 | 91 | 55 | 62 | 29 | ..... |
| 85 | Tillsonburg | 74 | 76 | 150 | 94 | 77 | 50 | 23 |
| 86 | Toronto, Malvern | 86 | 91 | 177 | 150 | 121 | 45 | 11 |
| 87 | Toronto, Oakwood | 212 | 161 | 373 | 219 | 248 | 110 | 15 |
| 88 | Toronto, Riverdale | 152 | 130 | 282 | 196 | 168 | 88 | 26 |
| 89 | Toronto, Technical | 693 | 470 | 1,163 | 496 | *743 | †277 | ‡143 |
| 90 | Trenton | 73 | 93 | 166 | 105 | 118 | 39 | 9 |
| 91 | Uxbridge | 85 | 67 | 152 | 103 | 86 | 49 | 17 |
| 92 | Vienna | 15 | 21 | 36 | 20 | 24 | 11 | 1 |
| 93 | Walkerton | 71 | 76 | 147 | 99 | 92 | 38 | 17 |
| 94 | Wardsville | 17 | 41 | 58 | 33 | 40 | 18 | ..... |
| 95 | Waterdown | 30 | 40 | 70 | 36 | 41 | 22 | 7 |
| 96 | Waterford | 49 | 40 | 89 | 57 | 51 | 28 | 10 |
| 97 | Watford | 92 | 94 | 186 | 130 | 102 | 66 | 18 |
| 98 | Welland | 90 | 131 | 221 | 142 | 161 | 41 | 19 |
| 99 | Weston | 69 | 71 | 140 | 78 | 106 | 33 | 1 |
| 100 | Wiarton | 50 | 56 | 106 | 58 | 75 | 29 | 2 |
| 101 | Williamstown | 53 | 84 | 137 | 88 | 107 | 30 | ..... |
| 102 | Wingham | 115 | 120 | 235 | 141 | 136 | 51 | 48 |
| 1 | Totals, High Schools | 7,455 | 8,297 | 15,752 | 9,705 | 9,938 | 4,672 | 1,142 |
| 2 | Totals, Collegiate Institutes | 8,321 | 9,028 | 17,349 | 11,086 | 10,706 | 5,011 | 1,632 |
| 3 | Grand Totals, 1909 | 15,776 | 17,325 | 33,101 | 20,791 | 20,644 | 9,683 | 2,774 |
| 4 | Grand Totals, 1908 | 14,731 | 17,181 | 31,912 | 19,862 | 20,171 | 9,108 | 2,633 |
| 5 | Increases | 1,045 | 144 | 1,189 | 929 | 473 | 575 | 141 |
| 6 | Decreases | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | Percentages | 47.66 | 52.33 | ..... | 62.81 | 62.36 | 29.25 | 8.38 |

* 1st year pupils. † 2nd year pupils. ‡ 3rd year pupils.

AND HIGH SCHOOLS—Continued

and in the Various Subjects, etc.—Continued.

| | Number of Pupils from— | | | Occupation of Parents. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Municipalities composing the High School District. | Municipalities within the County or Territorial District. | Other Counties or Districts. | Commercial. | Agricultural. | Professions. | Mechanical Occupations. | Labouring. | Other Callings. |
| 57 | 55 | 57 | 2 | 15 | 52 | 13 | 14 | 14 | 6 |
| 58 | 41 | 27 | 19 | 9 | 54 | 10 | 3 | 4 | 7 |
| 59 | 89 | 64 | 38 | 49 | 90 | 15 | 28 | 7 | 2 |
| 60 | 155 | 45 | 10 | 62 | 42 | 8 | 70 | 14 | 14 |
| 61 | 94 | 33 | 8 | 37 | 36 | 11 | 35 | 14 | 2 |
| 62 | 60 | 75 | 15 | 23 | 70 | 27 | 13 | 12 | 5 |
| 63 | 137 | 24 | 2 | 54 | 23 | 18 | 41 | 22 | 5 |
| 64 | 109 | ..... | ..... | 30 | 20 | 9 | 22 | 28 | ..... |
| 65 | 101 | 70 | 2 | 43 | 49 | 6 | 30 | 42 | 3 |
| 66 | 44 | 31 | ..... | 16 | 42 | 3 | 3 | 11 | ..... |
| 67 | 145 | ..... | ..... | 45 | 3 | 10 | 50 | 35 | 2 |
| 68 | 39 | 21 | 6 | 16 | 27 | 4 | 9 | 7 | 3 |
| 69 | 42 | 48 | ..... | 23 | 30 | 2 | 10 | 20 | 5 |
| 70 | 107 | 91 | ..... | 36 | 92 | 8 | 42 | 18 | 2 |
| 71 | 48 | 46 | 16 | 25 | 52 | 5 | 17 | 9 | 2 |
| 72 | 55 | 2 | ..... | 11 | 20 | 6 | 3 | 13 | 4 |
| 73 | 110 | 34 | 5 | 31 | 33 | 15 | 36 | 32 | 2 |
| 74 | 15 | 106 | 2 | 12 | 70 | 20 | 13 | 6 | 2 |
| 75 | 30 | 26 | ..... | 5 | 19 | 1 | 10 | 21 | ..... |
| 76 | 238 | 59 | ..... | 66 | 22 | 28 | 96 | 69 | 16 |
| 77 | 83 | 116 | 3 | 56 | 86 | 10 | 32 | 16 | 2 |
| 78 | 146 | 25 | 50 | 61 | 53 | 9 | 49 | 25 | 24 |
| 79 | 29 | 39 | 9 | 11 | 47 | 6 | 4 | 4 | 5 |
| 80 | 38 | 87 | ..... | 12 | 77 | 9 | 9 | 11 | 7 |
| 81 | 26 | 29 | 19 | 15 | 43 | 4 | 9 | 3 | ..... |
| 82 | 108 | ..... | 22 | 20 | 3 | 3 | 90 | 6 | 8 |
| 83 | 151 | ..... | ..... | 9 | 119 | 5 | 7 | 8 | 3 |
| 84 | 63 | 19 | 9 | 20 | 20 | 6 | 18 | 26 | 1 |
| 85 | 83 | 32 | 35 | 33 | 54 | 16 | 22 | 6 | 19 |
| 86 | 143 | 26 | 8 | 63 | 42 | 18 | 45 | 6 | 3 |
| 87 | 365 | 5 | 3 | 214 | 3 | 113 | 37 | 4 | 2 |
| 88 | 282 | ..... | ..... | 130 | 7 | 47 | 58 | 35 | 5 |
| 89 | 1,116 | 25 | 22 | 384 | 35 | 46 | 547 | 93 | 58 |
| 90 | 106 | 18 | 42 | 48 | 52 | 15 | 34 | 14 | 3 |
| 91 | 59 | 92 | 1 | 30 | 86 | 6 | 12 | 4 | 14 |
| 92 | 25 | 4 | 7 | 2 | 27 | 1 | 5 | 1 | ..... |
| 93 | 97 | 47 | 3 | 42 | 36 | 17 | 22 | 13 | 17 |
| 94 | 22 | 26 | 10 | 10 | 32 | 6 | 6 | 2 | 2 |
| 95 | 61 | ..... | 9 | 9 | 34 | 10 | 10 | ..... | 7 |
| 96 | 37 | 52 | ..... | 9 | 50 | 13 | 9 | 6 | 2 |
| 97 | 62 | 114 | 10 | 44 | 93 | 19 | 21 | 2 | 7 |
| 98 | 76 | 145 | ..... | 57 | 65 | 21 | 69 | 9 | ..... |
| 99 | 68 | 58 | 14 | 24 | 58 | 12 | 10 | 6 | 30 |
| 100 | 60 | 39 | 7 | 26 | 38 | 10 | 18 | 12 | 2 |
| 101 | 136 | ..... | 1 | 7 | 100 | 8 | 12 | 10 | ..... |
| 102 | 117 | 94 | 24 | 46 | 119 | 15 | 20 | 27 | 8 |
| 1 | 9,550 | 5,130 | 1,072 | 3,580 | 5,603 | 1,269 | 3,019 | 1,591 | 690 |
| 2 | 12,628 | 4,009 | 712 | 5,043 | 3,603 | 1,767 | 3,883 | 1,556 | 1,497 |
| 3 | 22,178 | 9,139 | 1,784 | 8,623 | 9,206 | 3,036 | 6,902 | 3,147 | 2,187 |
| 4 | 20,949 | 9,221 | 1,742 | 8,242 | 8,907 | 2,989 | 6,613 | 2,798 | 2,363 |
| 5 | 1,229 | ..... | 42 | 381 | 299 | 47 | 289 | 349 | ..... |
| 6 | ..... | 82 | ..... | ..... | ..... | ..... | ..... | ..... | 176 |
| 7 | 67.0 | 27.61 | 5.39 | 26.05 | 27.81 | 9.17 | 20.85 | 9.50 | 6.60 |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

| High Schools.—Continued. | Number of Pupils in the | | | | | | |
|---|---|---|---|---|---|---|---|
| | English Grammar. | English Composition and Rhetoric. | English Literature. | Canadian History. | British History. | Ancient History. | Mediæval History. |
| 57 Oakville | 95 | 112 | 112 | 112 | 112 | 35 | ..... |
| 58 Omemee | 44 | 87 | 87 | 44 | 87 | 43 | ..... |
| 59 Orangeville | 107 | 190 | 190 | 186 | 189 | 99 | 5 |
| 60 Oshawa | 169 | 207 | 210 | 104 | 75 | 42 | 10 |
| 61 Paris | 98 | 135 | 135 | 124 | 135 | 26 | 7 |
| 62 Parkhill | 134 | 148 | 148 | 134 | 138 | 33 | 15 |
| 63 Pembroke | 109 | 163 | 163 | 156 | 159 | 50 | 3 |
| 64 Penetanguishene | 83 | 109 | 109 | 109 | 109 | 26 | ..... |
| 65 Petrolea | 124 | 170 | 173 | 108 | 102 | 43 | 4 |
| 66 Plantagenet | 61 | 75 | 75 | 61 | 75 | 14 | ..... |
| 67 Port Arthur | 128 | 142 | 142 | 136 | 136 | 20 | 5 |
| 68 Port Dover | 66 | 66 | 66 | 44 | 66 | 22 | ..... |
| 69 Port Elgin | 60 | 90 | 90 | 90 | 90 | 30 | ..... |
| 70 Port Hope | 134 | 198 | 198 | 104 | 96 | 55 | 15 |
| 71 Port Perry | 105 | 110 | 110 | 105 | 105 | 34 | 5 |
| 72 Port Rowan | 57 | 57 | 57 | 57 | 57 | 25 | ..... |
| 73 Prescott | 91 | 149 | 149 | 139 | 139 | 35 | 3 |
| 74 Richmond Hill | 91 | 123 | 123 | 94 | 61 | 32 | ..... |
| 75 Rockland | 56 | 56 | 56 | 56 | 15 | 14 | ..... |
| 76 Sault Ste. Marie | 275 | 296 | 296 | 146 | 131 | 275 | 12 |
| 77 Simcoe | 142 | 196 | 196 | 180 | 180 | 100 | 18 |
| 78 Smith's Falls | 156 | 221 | 221 | 210 | 210 | 54 | 9 |
| 79 Smithville | 56 | 77 | 77 | 56 | 42 | 21 | ..... |
| 80 Stirling | 82 | 125 | 125 | 117 | 117 | 37 | 1 |
| 81 Streetsville | 53 | 74 | 74 | 74 | 74 | 21 | ..... |
| 82 Sudbury | 120 | 125 | 130 | 128 | 128 | 128 | 7 |
| 83 Sydenham | 140 | 151 | 143 | 140 | 140 | 46 | 9 |
| 84 Thorold | 91 | 91 | 91 | 91 | 91 | 28 | ..... |
| 85 Tillsonburg | 98 | 98 | 138 | 103 | 103 | 49 | 16 |
| 86 Toronto, Malvern | 139 | 177 | 177 | 99 | 53 | 47 | 3 |
| 87 Toronto, Oakwood | 291 | 373 | 373 | 288 | 153 | 110 | 7 |
| 88 Toronto, Riverdale | 225 | 279 | 279 | 267 | 201 | 103 | 17 |
| 89 Toronto, Technical | 161 | 791 | 783 | 356 | 152 | 118 | ..... |
| 90 Trenton | 146 | 162 | 162 | 84 | 92 | 39 | 9 |
| 91 Uxbridge | 113 | 152 | 152 | 146 | 146 | 60 | 17 |
| 92 Vienna | 36 | 36 | 36 | 36 | 36 | 24 | 1 |
| 93 Walkerton | 115 | 143 | 143 | 88 | 134 | 38 | 15 |
| 94 Wardsville | 58 | 58 | 58 | 58 | 32 | 18 | ..... |
| 95 Waterdown | 46 | 65 | 65 | 62 | 66 | 21 | 3 |
| 96 Waterford | 51 | 88 | 88 | 79 | 86 | 28 | 9 |
| 97 Watford | 102 | 182 | 180 | 63 | 171 | 65 | 15 |
| 98 Welland | 179 | 211 | 211 | 202 | 209 | 40 | 8 |
| 99 Weston | 114 | 140 | 140 | 140 | 138 | 34 | 1 |
| 100 Wiarton | 75 | 106 | 106 | 78 | 104 | 29 | 2 |
| 101 Williamstown | 122 | 137 | 137 | 137 | 137 | 30 | ..... |
| 102 Wingham | 135 | 190 | 197 | 187 | 187 | 50 | 18 |
| 1 Totals, High Schools | 11,402 | 15,131 | 15,146 | 12,256 | 12,223 | 4,893 | 657 |
| 2 Totals, Collegiate Institutes | 13,216 | 16,829 | 16,877 | 12,744 | 13,106 | 4,923 | 1,063 |
| 3 Grand Totals, 1909 | 24,618 | 31,960 | 32,023 | 25,000 | 25,329 | 9,816 | 1,720 |
| 4 Grand Totals, 1908 | 25,239 | 30,931 | 30,940 | 24,018 | 24,508 | 9,563 | 1,575 |
| 5 Increases | ..... | 1,029 | 1,083 | 982 | 821 | 253 | 145 |
| 6 Decrease | 621 | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Percentages | 74.37 | 96.55 | 96.74 | 75.52 | 76.52 | 29.65 | 5.19 |

AND HIGH SCHOOLS—Continued

and in the Various Subjects, etc.—Continued.

Various Subjects.

| | Modern History. | Geography. | Reading. | Arithmetic and Mensuration. | Algebra. | Geometry. | Trigonometry. | French. | German. |
|---|---|---|---|---|---|---|---|---|---|
| 57 | ..... | 95 | 95 | 112 | 98 | 98 | ..... | 71 | 12 |
| 58 | ..... | 44 | 87 | 44 | 87 | 87 | ..... | 9 | .... |
| 59 | 4 | 107 | 107 | 114 | 189 | 189 | 9 | 113 | 15 |
| 60 | 8 | 169 | 169 | 169 | 174 | 145 | 13 | 124 | 35 |
| 61 | 7 | 98 | 98 | 98 | 120 | 85 | 10 | 50 | 17 |
| 62 | 15 | 101 | 101 | 134 | 146 | 146 | 15 | 89 | 18 |
| 63 | 2 | 109 | 109 | 109 | 162 | 113 | 4 | 82 | 11 |
| 64 | ..... | 83 | 83 | 83 | 109 | 107 | ..... | 92 | 7 |
| 65 | 3 | 124 | 137 | 139 | 171 | 171 | 6 | 127 | 3 |
| 66 | ..... | 61 | 61 | 61 | 75 | 75 | ..... | 72 | ..... |
| 67 | 5 | 121 | 121 | 135 | 130 | 78 | 8 | 96 | 21 |
| 68 | ..... | 44 | 44 | 66 | 66 | 48 | ..... | 15 | 4 |
| 69 | ..... | 60 | 60 | 90 | 80 | 80 | ..... | 66 | 4 |
| 70 | 14 | 124 | 124 | 124 | 165 | 165 | 19 | 80 | 21 |
| 71 | 5 | 76 | 105 | 105 | 110 | 110 | 5 | 56 | 4 |
| 72 | ..... | 32 | 32 | 57 | 57 | 57 | ..... | 47 | ..... |
| 73 | 7 | 91 | 91 | 99 | 134 | 65 | 9 | 92 | 20 |
| 74 | ..... | 91 | 91 | 91 | 123 | 123 | ..... | 96 | 6 |
| 75 | ..... | 56 | 41 | 56 | 56 | 54 | ..... | 56 | ..... |
| 76 | 6 | 275 | 263 | 275 | 290 | 140 | 12 | 130 | 6 |
| 77 | 18 | 142 | 140 | 142 | 170 | 120 | 18 | 80 | 20 |
| 78 | 11 | 156 | 156 | 156 | 221 | 221 | 11 | 120 | 25 |
| 79 | ..... | 56 | 56 | 56 | 77 | 41 | ..... | ..... | 15 |
| 80 | 5 | 104 | 82 | 120 | 125 | 125 | 8 | 24 | 2 |
| 81 | ..... | 63 | 63 | 63 | 69 | 52 | ..... | 30 | 5 |
| 82 | 7 | 88 | 88 | 92 | 130 | 120 | 7 | 98 | 21 |
| 83 | 9 | 120 | 104 | 140 | 143 | 143 | 10 | 133 | 2 |
| 84 | ..... | 62 | 62 | 91 | 91 | 91 | ..... | 58 | ..... |
| 85 | 13 | 98 | 98 | 98 | 103 | 135 | 14 | 67 | 10 |
| 86 | 5 | 139 | 139 | 131 | 172 | 132 | 7 | 131 | 41 |
| 87 | 1 | 288 | 288 | 288 | 371 | 361 | 15 | 369 | 132 |
| 88 | 14 | 220 | 242 | 225 | 279 | 279 | 22 | 272 | 87 |
| 89 | ..... | 472 | 128 | 767 | 559 | 249 | 92 | 742 | 51 |
| 90 | 2 | 118 | 126 | 141 | 128 | 43 | 9 | 75 | 6 |
| 91 | 1 | 113 | 113 | 113 | 152 | 106 | 17 | 138 | 19 |
| 92 | ..... | 35 | 30 | 36 | 31 | 33 | 1 | 2 | ..... |
| 93 | 9 | 125 | 130 | 130 | 132 | 92 | 14 | 21 | 31 |
| 94 | ..... | 45 | 40 | 58 | 54 | 58 | ..... | 37 | 5 |
| 95 | 3 | 41 | 41 | 41 | 62 | 63 | 4 | 46 | 8 |
| 96 | 7 | 51 | 51 | 51 | 87 | 66 | 9 | 30 | 6 |
| 97 | 10 | 102 | 102 | 118 | 180 | 180 | 16 | 63 | ..... |
| 98 | 7 | 176 | 176 | 179 | 202 | 202 | 10 | 147 | 27 |
| 99 | 1 | 105 | 105 | 105 | 139 | 139 | 1 | 131 | 18 |
| 100 | 2 | 75 | 75 | 76 | 106 | 106 | 2 | 50 | 9 |
| 101 | ..... | 137 | 107 | 135 | 137 | 98 | ..... | 72 | 15 |
| 102 | 36 | 187 | 137 | 187 | 198 | 119 | 17 | 170 | ..... |
| 1 | 627 | 10,938 | 10,502 | 12,161 | 14,440 | 12,304 | 837 | 9,277 | 1,479 |
| 2 | 824 | 11,628 | 11,978 | 13,882 | 15,046 | 12,918 | 1,275 | 10,443 | 2,850 |
| 3 | 1,451 | 22,566 | 22,480 | 26,043 | 29,486 | 25,222 | 2,112 | 19,720 | 4,329 |
| 4 | 1,308 | 22,518 | 22,404 | 26,248 | 28,154 | 23,752 | 2,095 | 18,960 | 4,009 |
| 5 | 143 | 48 | 76 | ..... | 1,332 | 1,470 | 17 | 760 | 320 |
| 6 | ..... | ..... | ..... | 205 | ..... | ..... | ..... | ..... | ..... |
| 7 | 4.38 | 68.17 | 67.91 | 78.67 | 89.07 | 76.19 | 6.38 | 59.57 | 13.07 |

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

Number of Pupils in the

| High Schools.—Continued. | Latin. | Greek. | Zoology. | Botany. | Chemistry. | Physics. | Mineralogy. |
|---|---|---|---|---|---|---|---|
| 57 Oakville | 90 | ..... | 91 | 91 | 58 | 104 | ..... |
| 58 Omemee | 75 | ..... | 44 | 44 | 87 | 87 | ..... |
| 59 Orangeville | 117 | 6 | 88 | 88 | 101 | 186 | 3 |
| 60 Oshawa | 111 | 3 | 91 | 91 | 44 | 115 | 6 |
| 61 Paris | 84 | 2 | 101 | 102 | 30 | 120 | 2 |
| 62 Parkhill | 125 | ..... | 107 | 107 | 70 | 147 | 6 |
| 63 Pembroke | 78 | 1 | 112 | 112 | 101 | 160 | ..... |
| 64 Penetanguishene | 81 | ..... | 83 | 83 | 68 | 107 | ..... |
| 65 Petrolea | 105 | 1 | 127 | 127 | 102 | 169 | 6 |
| 66 Plantagenet | 24 | ..... | 61 | 61 | 75 | 75 | ..... |
| 67 Port Arthur | 80 | 4 | 79 | 79 | 51 | 90 | 3 |
| 68 Port Dover | 58 | ..... | 44 | 44 | 47 | 65 | ..... |
| 69 Port Elgin | 76 | 1 | 60 | 60 | 80 | 80 | ..... |
| 70 Port Hope | 107 | ..... | 98 | 98 | 99 | 144 | 6 |
| 71 Port Perry | 90 | ..... | 81 | 81 | 64 | 110 | ..... |
| 72 Port Rowan | 51 | ..... | 32 | 32 | 57 | 57 | ..... |
| 73 Prescott | 89 | 4 | 67 | 67 | 38 | 112 | 2 |
| 74 Richmond Hill | 96 | ..... | 91 | 91 | 61 | 123 | ..... |
| 75 Rockland | 37 | ..... | 47 | 45 | 35 | 55 | ..... |
| 76 Sault Ste. Marie | 253 | ..... | 264 | 264 | 255 | 255 | 8 |
| 77 Simcoe | 94 | 3 | 140 | 140 | 140 | 180 | ..... |
| 78 Smith's Falls | 167 | ..... | 164 | 164 | 94 | 221 | 9 |
| 79 Smithville | 58 | ..... | 55 | 55 | 44 | 77 | ..... |
| 80 Stirling | 102 | ..... | 104 | 104 | 81 | 125 | 3 |
| 81 Streetsville | 56 | ..... | 54 | 54 | 52 | 64 | ..... |
| 82 Sudbury | 105 | 1 | 88 | 88 | 108 | 108 | ..... |
| 83 Sydenham | 144 | ..... | 111 | 111 | 60 | 143 | 9 |
| 84 Thorold | 61 | ..... | 59 | 59 | 69 | 89 | ..... |
| 85 Tillsonburg | 121 | 4 | 102 | 102 | 91 | 135 | 13 |
| 86 Toronto, Malvern | 167 | 9 | 145 | 145 | 71 | 172 | 7 |
| 87 Toronto, Oakwood | 355 | 35 | 294 | 294 | 204 | 346 | 4 |
| 88 Toronto, Riverdale | 239 | 25 | 225 | 225 | 113 | 259 | 7 |
| 89 Toronto, Technical | ..... | ..... | ..... | ..... | 362 | 362 | ..... |
| 90 Trenton | 130 | ..... | 71 | 98 | 39 | 150 | ..... |
| 91 Uxbridge | 117 | ..... | 152 | 152 | 146 | 152 | ..... |
| 92 Vienna | 20 | 1 | 28 | 28 | 18 | 34 | ..... |
| 93 Walkerton | 92 | 3 | 86 | 86 | 58 | 109 | 6 |
| 94 Wardsville | 48 | ..... | 43 | 43 | 21 | 56 | ..... |
| 95 Waterdown | 46 | ..... | 45 | 45 | 62 | 69 | 1 |
| 96 Waterford | 79 | ..... | 61 | 61 | 35 | 89 | 5 |
| 97 Watford | 112 | ..... | 73 | 110 | 110 | 180 | 11 |
| 98 Welland | 138 | 5 | 188 | 188 | 98 | 210 | 8 |
| 99 Weston | 128 | 1 | 105 | 105 | 60 | 133 | ..... |
| 100 Wiarton | 77 | ..... | 77 | 77 | 55 | 106 | ..... |
| 101 Williamstown | 88 | 2 | ..... | 107 | 49 | 137 | ..... |
| 102 Wingham | 198 | ..... | 168 | 168 | 81 | 197 | 36 |
| 1 Totals, High Schools | 10,801 | 200 | 9,342 | 9,611 | 8,901 | 13,153 | 335 |
| 2 Totals, Collegiate Institutes | 12,072 | 554 | 8,680 | 8,811 | 7,713 | 12,610 | 406 |
| 3 Grand Totals, 1909 | 22,873 | 754 | 18,022 | 18,422 | 16,614 | 25,763 | 741 |
| 4 Grand Totals, 1908 | 21,928 | 680 | 16,883 | 17,583 | 15,737 | 25,233 | 666 |
| 5 Increases | 945 | 74 | 1,139 | 839 | 877 | 530 | 75 |
| 6 Decreases | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Percentages | 69.10 | 2.27 | 54.44 | 55.65 | 50.19 | 77.83 | 2.23 |

AND HIGH SCHOOLS—Continued

and in the Various Subjects, etc.—Concluded.

| | Various Subjects.—Concluded. | | | | | | Special Courses. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Writing. | Bookkeeping. | Stenography. | Typewriting. | Art. | Physical Education. | Commercial. | Agriculture. | Manual Training. | Household Science. | Art. |
| 57 | 65 | 69 | 12 | 12 | 93 | ..... | ..... | ..... | ..... | ..... | ..... |
| 58 | 44 | 44 | ..... | ..... | 44 | ..... | ..... | ..... | ..... | ..... | ..... |
| 59 | 102 | 102 | ..... | ..... | 96 | 147 | ..... | ..... | ..... | ..... | ..... |
| 60 | 169 | 150 | 65 | 100 | 118 | ..... | ..... | ..... | ..... | ..... | ..... |
| 61 | 63 | 63 | 35 | 35 | 83 | 98 | ..... | ..... | ..... | ..... | ..... |
| 62 | 101 | 101 | 17 | 20 | 101 | 150 | ..... | ..... | ..... | ..... | ..... |
| 63 | 169 | 109 | ..... | ..... | 109 | ..... | ..... | ..... | ..... | ..... | ..... |
| 64 | 59 | 81 | 62 | 72 | 83 | ..... | 60 | ..... | ..... | ..... | ..... |
| 65 | 71 | 71 | ..... | ..... | 124 | ..... | ..... | ..... | ..... | ..... | ..... |
| 66 | 61 | 75 | ..... | ..... | 75 | ..... | ..... | ..... | ..... | ..... | ..... |
| 67 | 91 | 69 | 39 | 39 | 115 | 60 | 39 | ..... | ..... | ..... | ..... |
| 68 | 18 | 18 | ..... | ..... | 44 | ..... | ..... | ..... | ..... | ..... | ..... |
| 69 | 60 | 60 | 10 | 20 | 60 | ..... | ..... | ..... | ..... | ..... | ..... |
| 70 | 124 | 124 | 46 | 46 | 76 | 198 | 33 | ..... | ..... | ..... | ..... |
| 71 | 76 | 76 | ..... | ..... | 93 | 100 | ..... | ..... | ..... | ..... | ..... |
| 72 | 32 | 32 | ..... | ..... | 32 | 25 | ..... | ..... | ..... | ..... | ..... |
| 73 | 91 | 59 | 31 | 16 | 84 | 149 | ..... | ..... | ..... | ..... | ..... |
| 74 | 62 | 62 | ..... | ..... | 91 | ..... | ..... | ..... | ..... | ..... | ..... |
| 75 | 35 | 35 | ..... | ..... | 47 | 56 | ..... | ..... | ..... | ..... | ..... |
| 76 | 275 | 218 | 36 | 12 | 275 | 297 | ..... | ..... | 64 | ..... | ..... |
| 77 | 100 | 100 | 18 | ..... | 150 | 100 | 6 | 5 | ..... | ..... | ..... |
| 78 | 72 | 72 | ..... | ..... | 156 | ..... | ..... | ..... | ..... | ..... | ..... |
| 79 | 38 | 35 | ..... | ..... | 55 | ..... | ..... | ..... | ..... | ..... | ..... |
| 80 | 104 | 104 | ..... | ..... | 120 | ..... | ..... | ..... | ..... | ..... | ..... |
| 81 | 63 | 63 | 14 | 16 | 63 | ..... | ..... | ..... | ..... | ..... | ..... |
| 82 | 88 | 88 | ..... | ..... | 88 | ..... | ..... | ..... | ..... | ..... | ..... |
| 83 | 104 | 47 | ..... | ..... | 133 | 87 | ..... | ..... | ..... | ..... | ..... |
| 84 | 45 | 40 | ..... | 11 | 64 | ..... | ..... | ..... | ..... | ..... | ..... |
| 85 | 59 | 59 | 16 | 13 | 90 | 150 | 6 | ..... | ..... | ..... | ..... |
| 86 | 101 | 97 | 20 | ..... | 99 | ..... | ..... | ..... | ..... | ..... | ..... |
| 87 | 288 | 131 | ..... | ..... | 281 | ..... | ..... | ..... | ..... | ..... | ..... |
| 88 | 177 | 149 | ..... | ..... | 167 | 212 | ..... | ..... | ..... | ..... | ..... |
| 89 | 483 | 439 | 439 | 223 | 528 | ..... | 439 | ..... | ..... | 360 | 528 |
| 90 | 85 | 60 | 14 | 14 | 68 | 166 | 14 | ..... | ..... | ..... | ..... |
| 91 | 72 | 86 | 20 | ..... | 146 | 152 | ..... | ..... | ..... | ..... | ..... |
| 92 | 22 | 20 | ..... | 16 | 31 | 34 | ..... | ..... | ..... | ..... | ..... |
| 93 | 52 | 65 | 23 | 22 | 87 | 130 | 23 | ..... | ..... | ..... | ..... |
| 94 | 45 | 40 | ..... | ..... | 40 | 58 | ..... | ..... | ..... | ..... | ..... |
| 95 | 44 | 39 | ..... | ..... | 44 | ..... | ..... | ..... | ..... | ..... | ..... |
| 96 | 30 | 30 | ..... | ..... | 51 | 63 | ..... | ..... | ..... | ..... | ..... |
| 97 | 75 | 75 | ..... | 30 | 102 | 182 | ..... | ..... | ..... | ..... | ..... |
| 98 | 146 | 146 | ..... | ..... | 176 | ..... | ..... | ..... | ..... | ..... | ..... |
| 99 | 82 | 82 | ..... | ..... | 139 | ..... | ..... | ..... | ..... | ..... | ..... |
| 100 | 49 | 52 | ..... | ..... | 65 | ..... | ..... | ..... | ..... | ..... | ..... |
| 101 | 64 | 64 | ..... | ..... | 135 | ..... | ..... | ..... | ..... | ..... | ..... |
| 102 | 137 | 137 | ..... | ..... | 137 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1 | 8,624 | 7,797 | 1,386 | 1,138 | 9,870 | 5,946 | 893 | 8 | 84 | 391 | 534 |
| 2 | 8,832 | 7,437 | 2,483 | 1,795 | 8,619 | 15,069 | 1,971 | 35 | 1,580 | 1,943 | 107 |
| 3 | 17,456 | 15,234 | 3,869 | 2,933 | 18,489 | 21,015 | 2,864 | 43 | 1,664 | 2,334 | 641 |
| 4 | 17,455 | 15,214 | 3,878 | 2,897 | 17,179 | 18,004 | 2,865 | 126 | 1,691 | 1,599 | 563 |
| 5 | 1 | 20 | ..... | 36 | 1,310 | 3,011 | ..... | ..... | ..... | 735 | 78 |
| 6 | ..... | ..... | 9 | ..... | ..... | ..... | 1 | 83 | 27 | ..... | ..... |
| 7 | 52.73 | 46.02 | 11.68 | 8.86 | 55.85 | 63.48 | 8.65 | .12 | 5.02 | 7.05 | 1.93 |

COLLEGIATE INSTITUTES

III.—Table K.—

| Collegiate Institutes. | Brick, stone, or frame schoolhouse. | Number of acres in playground. | Schools under United Board. | Equipment: Value of library. | Value of typewriters. | Value of scientific apparatus. | Value of charts, maps and globes. | Value of models for drawing. |
|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ |
| 1 Barrie | B | 3½ | 1 | 625 | 180 | 759 | 136 | 50 |
| 2 Berlin | B | 4 | .... | 1,055 | 1,074 | 1,308 | 160 | 57 |
| 3 Brantford | B | 1 | .... | 665 | 500 | 762 | 111 | 86 |
| 4 Brockville | S | 3 | .... | 872 | 112 | 1,267 | 150 | 54 |
| 5 Chatham | B | 1½ | 1 | 842 | 1,200 | 1,839 | 148 | 61 |
| 6 Clinton | B | 3¼ | .... | 732 | 150 | 967 | 115 | 54 |
| 7 Cobourg | B | 1 | .... | 982 | 530 | 1,023 | 159 | 38 |
| 8 Collingwood | B | ½ | 1 | 1,760 | 330 | 628 | 96 | 50 |
| 9 Fort William | B | 2½ | 1 | 888 | 320 | 664 | 134 | 131 |
| 10 Galt | S | 8½ | .... | 1,188 | 547 | 1,547 | 56 | 53 |
| 11 Goderich | B | ¼ | .... | 809 | 270 | 554 | 66 | 50 |
| 12 Guelph | S | 4 | 1 | 1,006 | 285 | 1,616 | 152 | 52 |
| 13 Hamilton | B & S | 1½ | 1 | 1,193 | 90 | 1,898 | 213 | 50 |
| 14 Ingersoll | B | 2 | 1 | 742 | 180 | 966 | 94 | 58 |
| 15 Kingston | B | 2 | 1 | 795 | 570 | 875 | 89 | 42 |
| 16 Lindsay | B | 2 | 1 | 1,433 | 460 | 1,206 | 149 | 50 |
| 17 London | B | 3 | 1 | 1,025 | 710 | 2,959 | 268 | 54 |
| 18 Morrisburg | B | 8 | 1 | 667 | 360 | 1,228 | 132 | 45 |
| 19 Napanee | B | 3½ | 1 | 1,003 | 245 | 1,037 | 131 | 50 |
| 20 Niagara Falls | B | 5⅝ | .... | 889 | 450 | 826 | 114 | 50 |
| 21 Orillia | B | 2 | .... | 705 | 360 | 808 | 113 | 59 |
| 22 Ottawa | S | .... | .... | 1,893 | 1,226 | 2,824 | 175 | 219 |
| 23 Owen Sound | B | 3 | 1 | 1,479 | 225 | 1,913 | 134 | 56 |
| 24 Perth | B | 4 | 1 | 897 | ..... | 750 | 138 | 40 |
| 25 Peterborough | B | 1½ | 1 | 870 | 450 | 682 | 50 | 54 |
| 26 Picton | B | 3 | .... | 682 | 450 | 969 | 100 | 45 |
| 27 Renfrew | B | 3 | 1 | 622 | 200 | 798 | 74 | 57 |
| 28 Ridgetown | B | 1⅝ | .... | 782 | 180 | 1,295 | 124 | 54 |
| 29 St. Catharines | B | 1¾ | .... | 701 | 585 | 819 | 172 | 134 |
| 30 St. Mary's | B | 2 | .... | 799 | 140 | 730 | 120 | 51 |
| 31 St. Thomas | B | 2¼ | 1 | 1,209 | 800 | 1,575 | 110 | 81 |
| 32 Sarnia | B | 2½ | 1 | 812 | 360 | 1,066 | 75 | 59 |
| 33 Seaforth | B | 2⅝ | .... | 839 | 250 | 889 | 118 | 52 |
| 34 Stratford | B | 8 | .... | 1,152 | 450 | 1,285 | 200 | 66 |
| 35 Strathroy | B | 1¼ | .... | 1,001 | 180 | 919 | 107 | 51 |
| 36 Toronto, Harbord | B | 1½ | 1 | 1,732 | ..... | 4,166 | 184 | 56 |
| 37 Toronto, Parkdale | B | 1½ | 1 | 1,908 | ..... | 2,618 | 190 | 113 |
| 38 Toronto, Jarvis | B | 1¾ | 1 | 1,759 | ..... | 3,130 | 193 | 83 |
| 39 Toronto, Humberside | B & S | 5½ | 1 | 1,243 | 270 | 1,042 | 112 | 65 |
| 40 Vanleek Hill | B | 2 | .... | 661 | 210 | 865 | 54 | 50 |
| 41 Whitby | B | 1 | 1 | 694 | 75 | 609 | 100 | 51 |
| 42 Windsor | B | 2⅛ | 1 | 1,346 | 967 | 1,057 | 124 | 54 |
| 43 Woodstock | B | ½ | 1 | 1,176 | 915 | 1,552 | 51 | 66 |
| Totals | ..... | .... | 25 | 44,133 | 16,856 | 56,290 | 5,491 | 2,751 |

AND HIGH SCHOOLS—Continued

Miscellaneous Information.

| | ment. | | | Religious and other Exercises. | | | | | Destination of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Value of gymnasium (not including equipment). | Value of equipment of gymnasium. | Value of museum, aquarium, etc. | Schools using authorized Scripture readings | Schools opened with prayer. | Schools closed with prayer. | Schools using Bible. | Commencement exercises. | Number who entered mercantile life. | Number who became occupied with agriculture. | Number who entered the professions of law, medicine and the church. | Number who became teachers. | Number who entered any other profession. | Number who left for other occupations. |
| | $ | $ | $ | | | | | | | | | | | |
| 1 | 1,730 | 15 | 5 | ..... | 1 | .... | 1 | .... | 13 | 1 | 4 | 14 | 5 | 46 |
| 2 | 1,000 | 451 | 38 | 1 | 1 | .... | 1 | 1 | 16 | 7 | 12 | 8 | ..... | 42 |
| 3 | ..... | 48 | 10 | ..... | 1 | .... | .... | .... | 23 | 8 | 4 | 16 | 8 | 21 |
| 4 | 2,500 | 239 | 50 | ..... | 1 | .... | .... | 1 | 20 | 8 | 2 | 15 | 7 | 47 |
| 5 | 3,000 | 61 | 114 | 1 | 1 | .... | .... | .... | 40 | 9 | 4 | 6 | 4 | 53 |
| 6 | 750 | 57 | 64 | 1 | 1 | .... | .... | 1 | 15 | 6 | 3 | 7 | ..... | 25 |
| 7 | 3,000 | 181 | 5 | 1 | 1 | .... | 1 | .... | 1 | 1 | ..... | 9 | 6 | 31 |
| 8 | 1,200 | 89 | ..... | ..... | 1 | .... | .... | .... | 7 | 10 | 3 | 11 | ..... | 25 |
| 9 | ..... | 101 | ..... | ..... | 1 | .... | .... | 1 | 5 | ..... | ..... | 2 | 2 | 3 |
| 10 | 1,200 | 174 | ..... | 1 | 1 | .... | .... | 1 | 38 | 15 | 8 | 4 | 11 | 44 |
| 11 | 2,500 | 243 | ..... | 1 | 1 | .... | .... | .... | 15 | 4 | ..... | 24 | 1 | 20 |
| 12 | 2,800 | 547 | 175 | ..... | 1 | .... | .... | 1 | 29 | 8 | 3 | 19 | 5 | 56 |
| 13 | * | 968 | 200 | 1 | 1 | .... | 1 | 1 | 100 | 76 | 25 | 51 | 5 | 55 |
| 14 | 800 | 188 | 35 | 1 | 1 | .... | .... | 1 | 16 | 2 | 2 | 7 | 1 | 33 |
| 15 | 4,200 | ..... | 50 | 1 | 1 | .... | 1 | .... | 30 | 5 | 9 | 10 | 23 | 50 |
| 16 | 4,000 | 126 | 65 | ..... | 1 | .... | .... | 1 | 22 | 10 | 5 | 27 | 4 | 23 |
| 17 | 1,600 | 540 | 700 | 1 | 1 | 1 | 1 | .... | 115 | 12 | 3 | 15 | 7 | 145 |
| 18 | 980 | 194 | 150 | ..... | 1 | .... | 1 | 1 | 6 | 12 | ..... | 3 | 1 | 19 |
| 19 | 850 | 251 | ..... | ..... | 1 | 1 | 1 | 1 | 1 | 22 | 3 | 10 | 8 | 13 |
| 20 | 1,000 | 166 | 41 | ..... | 1 | .... | 1 | 1 | 24 | 5 | 1 | ..... | 7 | 50 |
| 21 | 1,800 | 45 | 10 | ..... | 1 | .... | 1 | .... | 18 | 6 | 2 | 30 | 12 | 32 |
| 22 | 7,000 | 1,167 | 145 | 1 | 1 | 1 | .... | 1 | 90 | 1 | 19 | 29 | 45 | 114 |
| 23 | 3,000 | 56 | 46 | ..... | 1 | .... | .... | 1 | 20 | 4 | 8 | 40 | 5 | 50 |
| 24 | 560 | 267 | 500 | 1 | 1 | .... | .... | 1 | 8 | 7 | 2 | 12 | 6 | 19 |
| 25 | ..... | 36 | 134 | ..... | 1 | .... | .... | 1 | 22 | 3 | 6 | 6 | 11 | 26 |
| 26 | 5,000 | 25 | 10 | ..... | 1 | .... | .... | 1 | 16 | 4 | 1 | 6 | ..... | 12 |
| 27 | ..... | ..... | ..... | ..... | 1 | 1 | 1 | 1 | 5 | 6 | 4 | 36 | ..... | 2 |
| 28 | 900 | 142 | 10 | ..... | 1 | .... | .... | 1 | 5 | 16 | ..... | 8 | ..... | 13 |
| 29 | ..... | 70 | 200 | ..... | 1 | .... | 1 | 1 | 29 | 27 | 5 | 3 | 5 | 44 |
| 30 | 700 | 85 | 31 | ..... | 1 | .... | .... | .... | 11 | 20 | 7 | 12 | ..... | 18 |
| 31 | 1,518 | 374 | ..... | ..... | 1 | .... | .... | 1 | 60 | 25 | 8 | 4 | 10 | 7 |
| 32 | 1,380 | 220 | 50 | ..... | 1 | .... | .... | 1 | 26 | 4 | 4 | 11 | 3 | 43 |
| 33 | 600 | 156 | ..... | 1 | 1 | .... | .... | .... | 12 | 10 | 3 | 20 | ..... | 4 |
| 34 | 2,000 | 117 | 1,000 | ..... | 1 | .... | .... | 1 | 35 | 5 | 20 | 20 | 3 | 11 |
| 35 | 380 | 113 | 25 | 1 | 1 | .... | .... | 1 | 14 | 6 | 4 | 6 | 1 | 12 |
| 36 | ..... | 700 | 1,000 | 1 | 1 | .... | 1 | 1 | 45 | ..... | 15 | 27 | 12 | 58 |
| 37 | 10,000 | 250 | 140 | ..... | 1 | .... | 1 | 1 | 31 | ..... | 10 | 20 | 32 | 63 |
| 38 | 3,500 | 180 | 600 | 1 | 1 | .... | 1 | .... | 69 | 4 | 25 | 27 | 6 | 71 |
| 39 | ..... | ..... | 60 | 1 | 1 | .... | .... | 1 | 39 | 13 | 4 | 13 | 13 | 55 |
| 40 | 3,200 | 36 | 67 | 1 | 1 | .... | .... | 1 | 6 | 8 | ..... | 13 | 2 | 2 |
| 41 | 850 | 73 | ..... | ..... | 1 | .... | 1 | 1 | 25 | 10 | 2 | 5 | 1 | 14 |
| 42 | 3,000 | 208 | 200 | ..... | .... | .... | .... | 1 | 33 | 5 | 3 | 5 | 3 | 76 |
| 43 | 1,700 | 205 | 80 | ..... | 1 | .... | .... | 1 | 20 | 5 | 5 | 20 | ..... | 49 |
| | 80,198 | 9,164 | 6,010 | 18 | 42 | 4 | 16 | 31 | 1,175 | 410 | 248 | 631 | 275 | 1,596 |

* Gymnasium is part of main building.

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

| High Schools. | Brick, stone or frame school house. | Number of acres in playground. | Schools under United Board. | Value of library. | Value of type-writers. | Value of scientific apparatus. | Value of charts, maps and globes. | Value of models for drawing. | Value of gymnasium (not including equipment.) | Equip- |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ | $ | |
| 1 Alexandria | B | 1 1/5 | ..... | 440 | ..... | 482 | 75 | 23 | ..... | |
| 2 Almonte | S | .... | 1 | 932 | 135 | 548 | 61 | 46 | ..... | |
| 3 Arnprior | B | 1 | 1 | 353 | ..... | 367 | 89 | 16 | ..... | |
| 4 Arthur | B | 5 1/2 | ..... | 434 | 95 | 693 | 51 | 49 | ..... | |
| 5 Athens | S | 2 | ..... | 494 | ..... | 527 | 64 | 60 | ..... | |
| 6 Aurora | B | 4 1/2 | ..... | 436 | ..... | 490 | 69 | 11 | ..... | |
| 7 Aylmer | B | 4 1/2 | ..... | 872 | 140 | 769 | 136 | 103 | 680 | |
| 8 Beamsville | B | 1 | 1 | 370 | ..... | 332 | 71 | 6 | ..... | |
| 9 Belleville | B | .... | 1 | 453 | ..... | 704 | 137 | 54 | ..... | |
| 10 Bowmanville | B | 3 | ..... | 599 | ..... | 572 | 54 | 53 | ..... | |
| 11 Bradford | B | 3 1/2 | ..... | 373 | 35 | 506 | 72 | 56 | ..... | |
| 12 Brampton | B | 5 | ..... | 492 | 65 | 618 | 65 | 52 | ..... | |
| 13 Brighton | B | 1/2 | 1 | 287 | ..... | 422 | 51 | 54 | ..... | |
| 14 Caledonia | B | 2 | 1 | 473 | ..... | 648 | 53 | 63 | ..... | |
| 15 Campbellford | B | 1/2 | 1 | 384 | ..... | 588 | 30 | 49 | ..... | |
| 16 Carleton Place | S | 1 | 1 | 771 | ..... | 385 | 67 | 51 | ..... | |
| 17 Cayuga | B | 1 | 1 | 220 | ..... | 355 | 23 | 18 | ..... | |
| 18 Chesley | B | 4 | ..... | 325 | ..... | 433 | 49 | 43 | ..... | |
| 19 Colborne | B | 1/2 | 1 | 272 | ..... | 435 | 86 | 18 | ..... | |
| 20 Cornwall | B | 2 1/4 | ..... | 640 | 455 | 651 | 129 | 63 | ..... | |
| 21 Deseronto | B | 3 | ..... | 397 | ..... | 532 | 87 | 57 | ..... | |
| 22 Dundas | B | 1 1/2 | 1 | 598 | 230 | 637 | 66 | 50 | ..... | |
| 23 Dunnville | B | 1 1/4 | ..... | 419 | 160 | 687 | 65 | 56 | ..... | |
| 24 Dutton | B | 1 | ..... | 316 | ..... | 563 | 52 | 59 | ..... | |
| 25 Elora | S | 1/4 | 1 | 271 | 70 | 328 | 37 | 50 | ..... | |
| 26 Essex | B | 3 1/4 | ..... | 378 | ..... | 564 | 96 | 18 | 500 | |
| 27 Fergus | S | 1 | 1 | 549 | ..... | 384 | 67 | 50 | ..... | |
| 28 Forest | B | 2 | ..... | 367 | ..... | 430 | 94 | 42 | ..... | |
| 29 Gananoque | B | 1 | 1 | 674 | 367 | 634 | 79 | 60 | ..... | |
| 30 Georgetown | B | 4 1/2 | ..... | 304 | 65 | 467 | 70 | 52 | ..... | |
| 31 Glencoe | B | 2 | ..... | 481 | ..... | 577 | 86 | 53 | ..... | |
| 32 Gravenhurst | B | 7 | ..... | 307 | 70 | 324 | 60 | 51 | ..... | |
| 33 Grimsby | B | 4 | 1 | 283 | ..... | 336 | 53 | 50 | ..... | |
| 34 Hagersville | B | 1 1/4 | ..... | 348 | ..... | 536 | 54 | 50 | ..... | |
| 35 Harriston | B | 3 | 1 | 306 | 90 | 328 | 26 | 57 | ..... | |
| 36 Hawkesbury | B | 1/2 | 1 | 347 | ..... | 316 | 52 | 60 | ..... | |
| 37 Iroquois | B | 1/2 | ..... | 771 | 150 | 1,287 | 134 | 50 | ..... | |
| 38 Kemptville | B | 2 | 1 | 347 | 141 | 542 | 68 | 52 | ..... | |
| 39 Kenora | B | 1 | 1 | 312 | ..... | 471 | 54 | 62 | ..... | |
| 40 Kincardine | B | 4 | 1 | 646 | 530 | 777 | 82 | 51 | 800 | |
| 41 Leamington | B | 2 | ..... | 369 | 270 | 443 | 116 | 45 | ..... | |
| 42 Listowel | B | 2 1/2 | ..... | 383 | ..... | 559 | 55 | 64 | 250 | |
| 43 Lucan | B | 3 | ..... | 367 | 90 | 665 | 69 | 50 | 200 | |
| 44 Madoc | B | 1 | ..... | 306 | ..... | 537 | 90 | 41 | ..... | |
| 45 Markham | B | 2 1/4 | ..... | 257 | ..... | 784 | 26 | 10 | ..... | |
| 46 Meaford | B | 4 1/2 | ..... | 586 | 540 | 792 | 99 | 53 | 1,250 | |
| 47 Midland | B | 6 | ..... | 439 | 95 | 804 | 53 | 50 | ..... | |
| 48 Mitchell | B | 3/4 | ..... | 314 | ..... | 568 | 53 | 52 | 550 | |
| 49 Mount Forest | B | 2 1/2 | 1 | 477 | ..... | 435 | 43 | 18 | ..... | |
| 50 Newburgh | S | 1 1/2 | 1 | 532 | ..... | 483 | 75 | 37 | ..... | |
| 51 Newcastle | B | 2 | 1 | 315 | ..... | 306 | 51 | 40 | ..... | |
| 52 Newmarket | B | 1 1/2 | ..... | 213 | 214 | 582 | 74 | 55 | 350 | |
| 53 Niagara | B | 1/4 | ..... | 215 | 100 | 197 | 72 | 23 | ..... | |
| 54 Niagara Falls South | B | 2 | ..... | 301 | 95 | 339 | 51 | 53 | ..... | |
| 55 North Bay | B | 2 | ..... | 322 | 95 | 486 | 164 | 55 | ..... | |
| 56 Norwood | B | 8 | 1 | 350 | ..... | 324 | 81 | 57 | ..... | |

HIGH SCHOOLS—Continued

Information.—Continued.

| | ment. | | Religious and other Exercises. | | | | | Destination of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Value of equipment of gymnasium. | Value of museum, aquarium, etc. | Schools using authorized Scripture readings. | Schools opened with prayer. | Schools closed with prayer. | Schools using Bible. | Commencement exercises. | Number who entered mercantile life. | Number who became occupied with agriculture. | Number who entered the professions of law, medicine and the church. | Number who became teachers. | Number who entered any other profession. | Number who left for other occupations. |
| | $ | $ | | | | | | | | | | | |
| 1 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 1 | 4 | ..... | 7 | ..... | 15 |
| 2 | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 12 | 5 | 2 | 6 | 1 | 12 |
| 3 | ..... | ..... | ..... | 1 | 1 | 1 | ..... | 9 | 3 | ..... | 2 | ..... | 33 |
| 4 | 101 | ..... | ..... | 1 | ..... | ..... | 1 | 1 | 6 | 2 | 5 | 7 | 14 |
| 5 | 13 | ..... | ..... | 1 | ..... | ..... | 1 | 2 | 6 | ..... | 17 | 3 | 13 |
| 6 | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 8 | 10 | ..... | 4 | 2 | 7 |
| 7 | 85 | 120 | 1 | 1 | ..... | ..... | 1 | 3 | 16 | 1 | 7 | 2 | 8 |
| 8 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 5 | 15 | ..... | ..... | ..... | 4 |
| 9 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 15 | 3 | ..... | 5 | 1 | 49 |
| 10 | 14 | ..... | 1 | 1 | ..... | ..... | ..... | 9 | 7 | 2 | 6 | 1 | 10 |
| 11 | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 7 | 12 | 3 | 6 | 4 | 3 |
| 12 | 10 | 37 | ..... | 1 | ..... | ..... | 1 | 6 | 18 | 4 | 8 | 4 | 3 |
| 13 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 3 | ..... | ..... | 6 | 2 | 8 |
| 14 | ..... | 50 | ..... | 1 | ..... | 1 | 1 | 3 | 10 | ..... | 4 | 1 | 5 |
| 15 | ..... | 25 | 1 | 1 | ..... | ..... | 1 | 4 | 4 | 1 | 6 | 9 | 16 |
| 16 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 8 | 7 | ..... | 10 | 4 | 30 |
| 17 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 3 | 7 | 1 | 2 | ..... | 16 |
| 18 | 5 | ..... | 1 | 1 | ..... | 1 | 1 | 7 | 6 | ..... | 8 | 3 | 10 |
| 19 | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 4 | ..... | ..... | 3 | ..... | 10 |
| 20 | ..... | 50 | 1 | 1 | ..... | ..... | ..... | 28 | 10 | 3 | 19 | 2 | 33 |
| 21 | 211 | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 2 | 1 | 7 | ..... | 8 |
| 22 | 39 | 1 | ..... | 1 | ..... | ..... | 1 | 12 | 3 | 2 | 3 | ..... | 15 |
| 23 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 10 | 6 | 1 | 5 | 1 | 11 |
| 24 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 3 | 17 | 2 | 8 | 5 | 16 |
| 25 | ..... | 1,002 | 1 | 1 | ..... | 1 | ..... | 4 | 4 | ..... | 1 | ..... | 10 |
| 26 | 205 | 50 | 1 | 1 | ..... | ..... | 1 | 8 | 10 | 1 | 4 | ..... | 12 |
| 27 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 9 | 4 | 5 | 21 | 4 | 4 |
| 28 | 10 | 32 | ..... | 1 | ..... | ..... | 1 | 4 | 11 | 2 | 2 | ..... | 9 |
| 29 | ..... | ..... | 1 | 1 | 1 | ..... | ..... | 17 | 2 | 2 | 4 | 6 | 33 |
| 30 | 5 | 117 | ..... | 1 | ..... | 1 | 1 | 7 | 10 | 4 | 7 | 2 | 13 |
| 31 | 36 | 100 | ..... | 1 | ..... | ..... | 1 | 5 | 6 | 2 | 6 | 5 | 11 |
| 32 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 1 | 2 | 3 | 5 | 4 | 26 |
| 33 | ..... | ..... | 1 | 1 | 1 | 1 | 1 | 14 | 6 | ..... | 1 | 3 | 8 |
| 34 | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 4 | 6 | ..... | ..... | 2 | 8 |
| 35 | 5 | 10 | ..... | 1 | ..... | ..... | 1 | 3 | 8 | ..... | 2 | 3 | 14 |
| 36 | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 3 | 1 | ..... | 1 | ..... | 6 |
| 37 | 27 | ..... | ..... | 1 | ..... | ..... | 1 | 6 | 16 | 1 | 3 | 2 | 9 |
| 38 | 19 | ..... | ..... | 1 | 1 | 1 | ..... | 6 | 6 | 4 | 18 | 2 | 22 |
| 39 | ..... | 27 | ..... | 1 | ..... | ..... | 1 | 7 | ..... | ..... | 2 | 4 | 10 |
| 40 | 21 | 49 | ..... | 1 | ..... | 1 | ..... | 8 | 4 | ..... | 8 | ..... | 17 |
| 41 | 35 | ..... | 1 | 1 | ..... | ..... | ..... | 10 | 8 | 2 | 5 | 1 | 13 |
| 42 | 42 | 11 | ..... | 1 | ..... | ..... | 1 | 10 | 16 | 3 | 14 | ..... | 12 |
| 43 | ..... | 11 | ..... | 1 | 1 | 1 | 1 | 2 | 13 | ..... | 4 | 2 | 19 |
| 44 | ..... | 4 | 1 | 1 | ..... | 1 | ..... | 4 | 5 | 1 | 10 | 2 | 2 |
| 45 | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 14 | 8 | ..... | 4 | 5 | 14 |
| 46 | 259 | 30 | ..... | 1 | ..... | ..... | 1 | 9 | 7 | 2 | 15 | ..... | 11 |
| 47 | ..... | 28 | ..... | 1 | ..... | ..... | 1 | 4 | 12 | ..... | 6 | 3 | 16 |
| 48 | 190 | ..... | 1 | 1 | 1 | ..... | 1 | 8 | 4 | ..... | 5 | 2 | 11 |
| 49 | 10 | ..... | 1 | 1 | ..... | 1 | 1 | 9 | 6 | ..... | 11 | 2 | 3 |
| 50 | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 2 | 14 | ..... | 16 | 4 | 7 |
| 51 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 3 | 4 | ..... | 3 | ..... | 7 |
| 52 | 97 | 8 | 1 | 1 | 1 | 1 | 1 | 25 | 16 | ..... | 6 | ..... | 35 |
| 53 | 14 | ..... | ..... | 1 | ..... | ..... | 1 | 5 | ..... | ..... | 1 | ..... | 11 |
| 54 | 30 | 10 | ..... | 1 | ..... | ..... | ..... | 4 | 3 | ..... | 1 | 3 | 4 |
| 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | 1 | 4 | 1 | 26 |
| 56 | ..... | ..... | 1 | 1 | ..... | ..... | 1 | 10 | 7 | 1 | 10 | 3 | 21 |

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

| High Schools. | Brick, stone or frame school house. | Number of acres in playground. | Schools under United Board. | Value of library. | Value of type-writers. | Value of scientific apparatus. | Value of charts, maps and globes. | Value of models for drawing. | Value of gymnasium (not including equipment.) | Equip- |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ | $ | |
| 57 Oakville | B | 4½ | 1 | 301 | 150 | 555 | 39 | 28 | ..... | |
| 58 Omemee | B | 1¼ | 1 | 205 | ..... | 278 | 42 | 47 | ..... | |
| 59 Orangeville | B | 2½ | ..... | 697 | ..... | 671 | 92 | 55 | ..... | |
| 60 Oshawa | B | 3⅔ | 1 | 345 | 520 | 480 | 104 | 55 | ..... | |
| 61 Paris | B | 4 | 1 | 458 | 212 | 746 | 108 | 50 | ..... | |
| 62 Parkhill | B | 5 | 1 | 410 | 350 | 646 | 120 | 52 | ..... | |
| 63 Pembroke | B | ¾ | 1 | 318 | ..... | 668 | 94 | 53 | ..... | |
| 64 Penetanguishene | B | 10 | ..... | 316 | 180 | 643 | 56 | 55 | ..... | |
| 65 Petrolea | B | 1¾ | ..... | 484 | ..... | 655 | 51 | 48 | ..... | |
| 66 Plantagenet | B | 1 | ..... | 150 | ..... | 186 | 18 | 21 | ..... | |
| 67 Port Arthur | B | 3 | 1 | 460 | 320 | 589 | 114 | 48 | ..... | |
| 68 Port Dover | B | 1½ | 1 | 473 | 100 | 519 | 51 | 50 | ..... | |
| 69 Port Elgin | B | 1½ | ..... | 343 | 180 | 484 | 50 | 37 | ..... | |
| 70 Port Hope | B | 1½ | ..... | 768 | 415 | 957 | 86 | 53 | ..... | |
| 71 Port Perry | B | 3 | 1 | 312 | ..... | 623 | 58 | 46 | ..... | |
| 72 Port Rowan | B | 2 | 1 | 316 | ..... | 383 | 50 | 20 | ..... | |
| 73 Prescott | B | 1⅛ | 1 | 316 | 210 | 536 | 108 | 50 | ..... | |
| 74 Richmond Hill | B | 1½ | 1 | 222 | 65 | 323 | 42 | 21 | ..... | |
| 75 Rockland | B | 3½ | ..... | 247 | ..... | 288 | 52 | 39 | ..... | |
| 76 Sault Ste. Marie | B | 4¾ | ..... | 509 | 160 | 559 | 36 | 70 | ..... | |
| 77 Simcoe | B | 5 | 1 | 485 | ..... | 833 | 144 | 50 | 31 | |
| 78 Smith's Falls | B | ¾ | 1 | 618 | ..... | 636 | 68 | 35 | ..... | |
| 79 Smithville | B | 2 | ..... | 321 | ..... | 427 | 53 | 50 | ..... | |
| 80 Stirling | B | 2½ | 1 | 235 | ..... | 328 | 42 | 10 | ..... | |
| 81 Streetsville | B | ⅛ | ..... | 309 | 195 | 317 | 60 | 51 | ..... | |
| 82 Sudbury | B | 5 | ..... | 76 | ..... | 202 | ..... | 2 | ..... | |
| 83 Sydenham | S | 1½ | ..... | 401 | ..... | 454 | 69 | 61 | ..... | |
| 84 Thorold | B | 2¼ | ..... | 303 | 180 | 464 | 133 | 30 | ..... | |
| 85 Tillsonburg | B & S | 3 | ..... | 306 | 150 | 584 | 91 | 52 | ..... | |
| 86 Toronto, Malvern | B | 3 | 1 | 365 | ..... | 474 | 65 | 50 | ..... | |
| 87 Toronto, Oakwood | B | .... | 1 | 427 | ..... | 1,612 | 146 | 65 | ..... | |
| 88 Toronto, Riverdale | B | 4 | 1 | 664 | ..... | 1,796 | 105 | 53 | ..... | |
| 89 Toronto, Technical | B | ½ | 1 | 1,242 | 330 | 7,448 | 63 | 1,006 | ..... | |
| 90 Trenton | B | 3⅓ | 1 | 637 | 80 | 524 | 72 | 60 | ..... | |
| 91 Uxbridge | B | 1 | 1 | 390 | ..... | 693 | 96 | 40 | ..... | |
| 92 Vienna | B | 5 | 1 | 488 | 22 | 329 | 105 | 57 | ..... | |
| 93 Walkerton | B | 1¼ | ..... | 359 | 180 | 579 | 50 | 55 | ..... | |
| 94 Wardsville | B | 2 | 1 | 306 | ..... | 309 | 88 | 51 | ..... | |
| 95 Waterdown | S | 3¼ | 1 | 260 | ..... | 403 | 59 | 50 | ..... | |
| 96 Waterford | B | 3 | ..... | 451 | ..... | 612 | 95 | 45 | ..... | |
| 97 Watford | B | 2 | ..... | 375 | 90 | 601 | 137 | 51 | ..... | |
| 98 Welland | B | 1½ | ..... | 328 | ..... | 682 | 67 | 50 | ..... | |
| 99 Weston | B | ¾ | ..... | 323 | 50 | 506 | 105 | 40 | ..... | |
| 100 Wiarton | S | 2 | ..... | 388 | ..... | 405 | 53 | 50 | ..... | |
| 101 Williamstown | B | 3 | ..... | 289 | ..... | 463 | 101 | 31 | ..... | |
| 102 Wingham | B | 3 | ..... | 241 | ..... | 455 | 60 | 50 | ..... | |
| 1 Totals, High Schools | ..... | .... | 48 | 42,124 | 8,436 | 62,474 | 7,484 | 5,664 | 4,611 | |
| 2 Totals, Collegiate Institutes | ..... | .... | 25 | 44,133 | 16,856 | 56,290 | 5,491 | 2,751 | 80,198 | |
| 3 Grand Totals, 1909 | ..... | .... | 73 | 86,257 | 25,292 | 118,764 | 12,975 | 8,415 | 84,809 | |
| 4 Grand Totals, 1908 | ..... | .... | 69 | 80,412 | 24,009 | 110,721 | 12,676 | 5,034 | 70,483 | |
| 5 Increases | ..... | .... | 4 | 5,845 | 1,283 | 8,043 | 299 | 3,381 | 14,326 | |
| 6 Decreases | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 7 Percentages | ..... | .... | 50.34 | ..... | ..... | ..... | ..... | ..... | ..... | |

HIGH SCHOOLS—Concluded

Information.—Concluded.

| | ment. | | Religious and other Exercises. | | | | | Destination of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Value of equipment of gymnasium. | Value of museum, aquarium, etc. | Schools using authorized Scripture readings. | Schools opened with prayer. | Schools closed with prayer. | Schools using Bible. | Commencement exercises. | Number who entered mercantile life. | Number who became occupied with agriculture. | Numberwhoenteredthe professions of law, medicine and the church. | Number who became teachers. | Number who entered any other profession. | Number who left for other occupations. |
| | $ | $ | | | | | | | | | | | |
| 57 | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 8 | 7 | 2 | 1 | 1 | 9 |
| 58 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 2 | 5 | 2 | 10 | 14 | 1 |
| 59 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 9 | 6 | ..... | 19 | 3 | 11 |
| 60 | ..... | 30 | 1 | 1 | ..... | ..... | ..... | 23 | 9 | ..... | 3 | ..... | 16 |
| 61 | ..... | ..... | 1 | 1 | 1 | 1 | 1 | 9 | 3 | ..... | 2 | ..... | 19 |
| 62 | 44 | 5 | ..... | 1 | ..... | ..... | 1 | 3 | 4 | 1 | 6 | 3 | 13 |
| 63 | ..... | 25 | ..... | 1 | ..... | ..... | 1 | 19 | 3 | 2 | 7 | 1 | 5 |
| 64 | ..... | 80 | ..... | 1 | ..... | ..... | 1 | 13 | 3 | 2 | 3 | 1 | 16 |
| 65 | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 12 | 2 | ..... | 6 | ..... | 20 |
| 66 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 1 | 8 | 1 | 15 | ..... | 2 |
| 67 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 20 | ..... | 2 | 3 | 5 | 12 |
| 68 | 8 | ..... | 1 | 1 | ..... | ..... | ..... | 3 | 3 | ..... | 2 | ..... | 4 |
| 69 | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 4 | 5 | 1 | 10 | 2 | 3 |
| 70 | 35 | ..... | ..... | 1 | ..... | ..... | 1 | 18 | 10 | 3 | 5 | ..... | 14 |
| 71 | 30 | ..... | ..... | 1 | ..... | ..... | 1 | 14 | 10 | 2 | 4 | ..... | ..... |
| 72 | 8 | ..... | 1 | 1 | ..... | ..... | ..... | 1 | 8 | 1 | 2 | 1 | 10 |
| 73 | 29 | 50 | ..... | 1 | ..... | ..... | 1 | 12 | 6 | 2 | 5 | ..... | 17 |
| 74 | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 12 | 30 | 2 | 3 | 8 | 12 |
| 75 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 5 | ..... | 1 | ..... | 10 |
| 76 | 13 | 15 | ..... | 1 | ..... | ..... | 1 | 9 | ..... | 3 | 15 | ..... | 18 |
| 77 | ..... | 88 | 1 | 1 | ..... | 1 | 1 | 14 | 5 | 1 | 6 | 3 | 14 |
| 78 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 10 | 5 | 2 | 7 | 5 | 11 |
| 79 | ..... | ..... | ..... | 1 | 1 | 1 | ..... | 1 | 11 | ..... | ..... | ..... | 4 |
| 80 | ..... | 8 | ..... | 1 | 1 | 1 | ..... | 7 | 6 | 2 | 4 | ..... | 11 |
| 81 | ..... | 25 | 1 | 1 | ..... | 1 | 1 | 5 | 8 | 3 | 2 | ..... | 7 |
| 82 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 3 | ..... | 1 | 1 | 1 | 12 |
| 83 | 2 | ..... | ..... | 1 | ..... | 1 | 1 | 2 | 12 | 5 | 7 | 1 | 7 |
| 84 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 6 | 4 | 2 | 1 | ..... | 4 |
| 85 | 11 | 150 | ..... | 1 | ..... | ..... | ..... | 4 | 4 | 1 | 9 | 12 | 14 |
| 86 | 6 | ..... | ..... | 1 | ..... | 1 | 1 | 32 | 7 | 4 | 8 | 5 | 18 |
| 87 | ..... | 251 | 1 | 1 | ..... | 1 | ..... | 22 | 1 | 4 | 11 | 7 | 17 |
| 88 | 40 | 203 | ..... | 1 | 1 | 1 | 1 | 28 | 1 | 5 | 4 | 3 | 18 |
| 89 | ..... | 30 | ..... | 1 | ..... | ..... | 1 | 163 | ..... | ..... | ..... | ..... | 425 |
| 90 | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 16 | 7 | 3 | 9 | 8 | 6 |
| 91 | ..... | ..... | 1 | 1 | 1 | ..... | ..... | 6 | 4 | 2 | 8 | ..... | 16 |
| 92 | 8 | ..... | 1 | 1 | 1 | 1 | 1 | ..... | 5 | 1 | 3 | ..... | 6 |
| 93 | 7 | 15 | 1 | ..... | ..... | ..... | ..... | 13 | 3 | 1 | 4 | 2 | 26 |
| 94 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 7 |
| 95 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | 3 | ..... | 5 | 2 | 10 |
| 96 | ..... | 10 | ..... | 1 | ..... | ..... | ..... | 4 | 6 | ..... | 5 | 2 | 8 |
| 97 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 5 | 18 | ..... | 5 | 2 | 5 |
| 98 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 17 | 5 | 3 | 4 | 6 | 31 |
| 99 | ..... | ..... | ..... | 1 | 1 | 1 | 1 | 6 | 8 | 1 | 1 | 1 | 8 |
| 100 | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 12 | 8 | 1 | 5 | 2 | 3 |
| 101 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 3 | 15 | 2 | 9 | 1 | 4 |
| 102 | ..... | 11 | ..... | 1 | ..... | ..... | ..... | 7 | 9 | 6 | 18 | 9 | 19 |
| 1 | 1,724 | 2,768 | 34 | 98 | 15 | 34 | 57 | 989 | 679 | 135 | 615 | 228 | 1,696 |
| 2 | 9,164 | 6,010 | 18 | 42 | 4 | 16 | 31 | 1,175 | 410 | 248 | 631 | 275 | 1,596 |
| 3 | 10,888 | 8,778 | 52 | 140 | 19 | 50 | 88 | 2,164 | 1,089 | 383 | 1,246 | 503 | 3,292 |
| 4 | 9,597 | 7,239 | 50 | 140 | 6 | 42 | 93 | 1,695 | 894 | 374 | 1,387 | 486 | 3,275 |
| 5 | 1,291 | 1,539 | 2 | ..... | 13 | 8 | ..... | 469 | 195 | 9 | ..... | 17 | 17 |
| 6 | ..... | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | 141 | ..... | ..... |
| | ..... | ..... | 35.86 | 96.55 | 13.1 | 34.48 | 60.69 | 24.94 | 12.55 | 4.41 | 14.36 | 5.79 | 37.94 |

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

| | No. 1 Grattan. | No. 2 Hagarty. | No. 6 North Plantagenet. | No. 1 North Tilbury. | L'Original, Village. | Penetanguishene, Town. | Totals. |
|---|---|---|---|---|---|---|---|
| Number of Schools | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Receipts: | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Balances from 1908 | 191 90 | 4 00 | 371 33 | 309 41 | 31 83 | 47 44 | 955 91 |
| Government grants | 88 76 | 96 00 | 26 38 | 122 17 | 10 30 | 155 15 | 498 76 |
| Municipal grants and assessments | 577 46 | 511 00 | 210 67 | 313 92 | 550 00 | 3,973 50 | 6,136 55 |
| Other sources | 45 00 | 4 00 | ..... | ..... | 1 00 | 4,008 00 | 4,058 00 |
| Totals | 903 12 | 615 00 | 608 38 | 745 50 | 593 13 | 8,184 09 | 11,649 22 |
| Expenditure: | | | | | | | |
| Teachers' salaries | 375 00 | 350 00 | 550 00 | 370 00 | 425 00 | 2,110 13 | 4,180 13 |
| School sites and buildings | 15 50 | 44 00 | ..... | 10 48 | ..... | 4,454 25 | 4,524 23 |
| Libraries, maps, apparatus, etc. | ..... | ..... | ..... | 6 93 | ..... | 35 78 | 42 71 |
| Other expenses | 101 58 | 220 00 | 55 34 | 50 49 | 61 00 | 1,533 03 | 2,021 44 |
| Totals | 492 08 | 614 00 | 605 34 | 437 90 | 486 00 | 8,133 19 | 10,768 51 |
| Balances on hand | 411 04 | 1 00 | 3 04 | 307 60 | 107 13 | 50 90 | 880 71 |
| Teachers: | | | | | | | |
| Male | ..... | ..... | ..... | ..... | ..... | 1 | 1 |
| Female | 1 | 1 | 1 | 1 | 1 | 3 | 8 |
| Certificates | III | Temp. | III | III | II | 4 II | 5 II; 3 III; 1 Temp. |
| Salaries | $375 | $350 | $325 | $350 | $425 | Male $750 Female $442 | Av. male $750 Av. female $394 |
| Pupils: | | | | | | | |
| Total number attending | 45 | 58 | 7 | 24 | 24 | 244 | 402 |
| Boys | 25 | 34 | 2 | 12 | 18 | 130 | 221 |
| Girls | 20 | 24 | 5 | 12 | 6 | 114 | 181 |
| Average attendance | 26 | 25 | 3 | 13 | 15 | 168 | 250 |
| No. in Primer | 9 | 24 | 1 | 4 | 4 | 85 | 127 |
| " 1st Book | 9 | 10 | 1 | 4 | 3 | 29 | 56 |
| " 2nd " | 8 | 6 | 1 | 4 | 1 | 39 | 59 |
| " 3rd " | 5 | 7 | 2 | 8 | 8 | 42 | 72 |
| " 4th " | 13 | 11 | 2 | 4 | 4 | 49 | 83 |
| " beyond 4th Book | 1 | ..... | ..... | ..... | 4 | ..... | 5 |
| " in Art | 45 | 58 | 7 | 24 | 24 | 244 | 402 |
| " Geography | 27 | 24 | 7 | 24 | 24 | 244 | 350 |
| " Music | 45 | ..... | 7 | 24 | 24 | 244 | 344 |
| " Literature | 27 | 58 | 7 | 20 | 24 | 244 | 380 |
| " Composition | 27 | 24 | 7 | 24 | 24 | 244 | 350 |
| " Grammar | 27 | 18 | 5 | 16 | 8 | 67 | 141 |
| " English History | 19 | 11 | 5 | 4 | 8 | 31 | 78 |
| " Canadian History | 19 | 18 | 5 | 12 | 16 | 130 | 200 |
| " Physiology & Hygiene | 19 | 58 | 5 | 24 | 21 | 244 | 371 |
| " Nature Study | 45 | 58 | 7 | 24 | 24 | 244 | 402 |
| " Physical Culture | ..... | ..... | ..... | ..... | 24 | 244 | 268 |
| " Bookkeeping | 1 | ..... | ..... | ..... | 3 | ..... | 4 |
| " Arith. & Mensuration | 1 | ..... | ..... | ..... | 3 | ..... | 4 |
| " Algebra | ..... | ..... | ..... | ..... | 3 | ..... | 3 |
| " Geometry | 1 | ..... | ..... | ..... | 3 | ..... | 4 |
| " Elementary Science | ..... | ..... | ..... | ..... | 3 | ..... | 3 |
| Brick, frame or log school house | Frame. | Frame. | Frame. | Brick. | Brick. | Brick. | 3 Bk.; 3 Fr. |
| Number of maps | 5 | 3 | 11 | 10 | 12 | 10 | 51 |
| Number of globes | 1 | 1 | 1 | 1 | 1 | 1 | 6 |

TABLE M.—REPORT ON KINDERGARTENS.

| Municipality. | Number of Kindergartens. | Number of Teachers. | Head Directors. | Assistants. | Average Salary, Head Directors. | Average Salary, Assistants. | Number of Pupils attending. | Average daily attendance. |
|---|---|---|---|---|---|---|---|---|
| Cities: | | | | | $ | $ | | |
| Brantford | 5 | 11 | 5 | 6 | 371 | 221 | 584 | 211 |
| Chatham | 3 | 6 | 3 | 3 | 458 | 300 | 315 | 138 |
| Fort William | 3 | 6 | 3 | 3 | 660 | 250 | 227 | 83 |
| Guelph | 1 | 2 | 1 | 1 | 425 | 225 | 123 | 42 |
| Hamilton | 14 | 16 | 14 | 2 | 569 | 375 | 1,529 | 575 |
| Kingston | 4 | 4 | 4 | ..... | 400 | ..... | 318 | 136 |
| London | 19 | 34 | 19 | 15 | 610 | 402 | 1,527 | 561 |
| Ottawa | 19 | 39 | 20 | 19 | 542 | 389 | 1,787 | 680 |
| Peterborough | 5 | 6 | 5 | 1 | 465 | 400 | 416 | 148 |
| Port Arthur | 1 | 2 | 1 | 1 | 600 | 350 | 53 | 31 |
| St. Catharines | 2 | 2 | 2 | ..... | 400 | ..... | 220 | 65 |
| St. Thomas | 4 | 5 | 3 | 2 | 433 | 250 | 329 | 153 |
| Stratford | 3 | 6 | 3 | 3 | 433 | 300 | 430 | 130 |
| Toronto | 53 | 137 | 53 | 84 | 598 | 424 | 7,654 | 2,560 |
| Towns: | | | | | | | | |
| Aylmer | 1 | 2 | 1 | 1 | 375 | 150 | 107 | 46 |
| Barrie | 1 | 1 | 1 | ..... | 450 | ..... | 61 | 21 |
| Berlin | 7 | 7 | 7 | ..... | 482 | ..... | 277 | 203 |
| Cobourg | 1 | 2 | 1 | 1 | 400 | 160 | 122 | 47 |
| Collingwood | 1 | 2 | 1 | 1 | 400 | 200 | 106 | 44 |
| Dundas | 1 | 1 | 1 | ..... | 450 | ..... | 113 | 25 |
| Galt | 2 | 2 | 2 | ..... | 550 | ..... | 120 | 85 |
| Hespeler | 1 | 1 | 1 | ..... | 500 | ..... | 92 | 38 |
| Ingersoll | 1 | 1 | 1 | ..... | 450 | ..... | 101 | 36 |
| Listowel | 1 | 2 | 1 | 1 | 325 | 325 | 75 | 23 |
| North Bay | 1 | 2 | 1 | 1 | 500 | 350 | 81 | 45 |
| Owen Sound | 3 | 5 | 3 | 2 | 350 | 150 | 383 | 145 |
| *Paris | 1 | 1 | 1 | ..... | 350 | ..... | 58 | 14 |
| Picton | 1 | 1 | 1 | ..... | 400 | ..... | 101 | 32 |
| Preston | 1 | 1 | 1 | ..... | 350 | ..... | 103 | 45 |
| Simcoe | 1 | 1 | 1 | ..... | 375 | ..... | 128 | 33 |
| Tillsonburg | 1 | 1 | 1 | ..... | 400 | ..... | 108 | 35 |
| Waterloo | 2 | 2 | 2 | ..... | 425 | ..... | 78 | 61 |
| Welland | 1 | 1 | 1 | ..... | 350 | ..... | 90 | 32 |
| Totals, 1909 | 165 | 312 | 165 | 147 | 534 | 385 | 17,816 | 6,523 |
| Totals, 1908 | 156 | 288 | 154 | 134 | 516 | 378 | 16,477 | 6,020 |
| Increases | 9 | 24 | 11 | 13 | 18 | 7 | 1,339 | 503 |

* School opened in September.

TABLE N.—REPORT ON NIGHT SCHOOLS.

| | Number of Night Schools. | Teachers. | Pupils attending. | Average daily attendance. |
|---|---|---|---|---|
| Cobourg | 1 | 2 | 48 | 6 |
| Toronto | 13 | 23 | 1,236 | 438 |
| Windsor | 1 | 6 | 60 | 5 |
| Totals | 15 | 31 | 1,344 | 449 |

TABLE O.—REPORT ON TRUANCY.

| Cities. | Number of children otherwise employed during school hours. | Number of cases of truancy reported to the Truant Officers. | Number of notices sent by Truant Officers to parents or guardians. | Number of complaints made before Police Magistrates or J. P's. | Number of convictions. | Number of complaints entered by T. O's against parents, guardians or corporations | Number of children reported by Teachers as not attending any school. |
|---|---|---|---|---|---|---|---|
| Belleville | 3 | 87 | 87 | | | | |
| Brantford | 10 | 22 | 65 | 14 | 1 | | |
| Chatham | | 47 | 47 | | | | |
| Guelph | | 37 | 39 | 1 | | 1 | |
| Hamilton | | 153 | 700 | 55 | 6 | 55 | 200 |
| Kingston | 7 | 112 | 112 | 4 | 1 | | |
| London | 15 | 10 | 65 | 16 | 13 | 10 | |
| Niagara Falls | 5 | 5 | 19 | 2 | 2 | 2 | 161 |
| Ottawa | 3 | 351 | 78 | 3 | 1 | 5 | 9 |
| Port Arthur | | | 6 | | | | |
| St. Catharines | 4 | 30 | 23 | 1 | 1 | 1 | |
| St. Thomas | 6 | 63 | 34 | 1 | 1 | | |
| Stratford | | 61 | 425 | 17 | 4 | 17 | |
| Toronto | | 6,427 | 75 | 18 | 3 | 18 | |
| Woodstock | | 3 | 57 | 5 | | 2 | 3 |
| Towns. | | | | | | | |
| Alliston | | 2 | 14 | 1 | | | |
| Almonte | | 56 | 56 | | | | |
| Arnprior | | 21 | 14 | | | | 3 |
| Barrie | | 22 | 18 | 2 | 2 | 2 | 2 |
| Berlin | 7 | 2 | 37 | 2 | | 2 | 123 |
| Bothwell | | 1 | 1 | | | | |
| Bowmanville | 6 | 19 | 19 | | | | 19 |
| Bracebridge | | 4 | 2 | | | | |
| Brampton | | 18 | 18 | | | | |
| Campbellford | 2 | | 10 | | | | |
| Cobourg | | | 8 | | | | 3 |
| Collingwood | | 10 | 116 | 3 | 3 | 3 | |
| Copper Cliff | | 15 | | | | | 5 |
| Cornwall | | 68 | 68 | | | | |
| Dresden | | | 10 | | | | 2 |
| Dundas | | | 10 | 1 | 1 | 1 | 22 |
| Durham | | 15 | 15 | 1 | | 1 | 1 |
| Essex | | | 13 | | | | |
| Forest | 1 | 7 | 3 | | | | 3 |
| Galt | | 7 | 12 | | | | 4 |
| Gananoque | 2 | 21 | 17 | 1 | 1 | | 13 |
| Haileybury | 6 | | 9 | 1 | | | 9 |
| Hanover | | 52 | | | | | |
| Ingersoll | | 8 | 8 | | | | |
| Kenora | 1 | 2 | 20 | 1 | 1 | 1 | 18 |
| Leamington | | | 2 | | | | 24 |
| Lindsay | | 64 | 51 | 4 | | | |
| Listowel | | 50 | | | | | |
| Meaford | | 4 | 4 | | | | 4 |
| Milton | 5 | 5 | 5 | | | | 4 |
| Mitchell | | 4 | | 4 | | 1 | 12 |
| New Liskeard | | 35 | 35 | | | | |
| Newmarket | | 4 | 4 | | | | 4 |
| Niagara | | 11 | 3 | | | | 3 |
| North Toronto | | 7 | 7 | | | | |
| Orangeville | 1 | 30 | | 2 | 1 | | |
| Orillia | | 4 | | | | | |
| Oshawa | | 15 | 15 | | | | |
| Owen Sound | 5 | 30 | 17 | 2 | 2 | 8 | |
| Paris | 3 | 5 | 9 | | | | 2 |
| Parkhill | | 2 | 2 | | | | 4 |
| Parry Sound | 3 | 5 | 36 | 5 | 5 | 5 | |
| Pembroke | | 12 | 18 | 3 | 1 | 1 | |
| Perth | 1 | 14 | 8 | 3 | 1 | | 12 |
| Picton | | 50 | 16 | 4 | 1 | | |
| Port Hope | | 4 | 4 | | | | 4 |
| Prescott | | 7 | 7 | | | | |
| Preston | | 2 | | | | 6 | 6 |
| Rainy River | 2 | 4 | | | | | 4 |
| Ridgetown | | 5 | 2 | | | | |
| St. Mary's | 2 | 4 | 4 | | | | |
| Sandwich | | 8 | | | | | 8 |

TABLE O.—REPORT ON TRUANCY.—Concluded.

| Towns.—Continued. | Number of children otherwise employed during school hours. | Number of cases of truancy reported to the Truant Officers. | Number of notices sent by Truant Officers to parents or guardians. | Number of complaints made before Police Magistrates or J. P's. | Number of convictions. | Number of complaints entered by T. O's against parents, guardians or corporations | Number of children reported by Teachers as not attending any school. |
|---|---|---|---|---|---|---|---|
| Sarnia | 2 | 3 | 2 | | | | 7 |
| Seaforth | 3 | | 10 | | | | 8 |
| Simcoe | 5 | 8 | 75 | 3 | 2 | 5 | |
| Smith's Falls | | 10 | 15 | | | | |
| Thorold | | | 8 | | | | 9 |
| Tilbury | | | 6 | | | | |
| Uxbridge | | | 4 | | | 4 | |
| Walkerton | | 3 | 3 | | | | |
| Walkerville | | 6 | 1 | | | | |
| Wallaceburg | 6 | 35 | 6 | | | | |
| Waterloo | | 8 | 8 | | | | 2 |
| Webbwood | | 4 | 4 | | | | |
| Welland | 2 | 223 | 155 | | | | 6 |
| Whitby | | | 6 | | | | |
| Wiarton | | 15 | 23 | 4 | 2 | 4 | 13 |
| Villages. | | | | | | | |
| Alvinston | | 1 | 1 | | | | 1 |
| Bath | | 1 | 1 | | | | 1 |
| Bayfield | 5 | | 12 | | | | |
| Bolton | | 6 | 2 | | | | 3 |
| Beeton | | | | | | | 1 |
| Bloomfield | | 1 | | | | | |
| Bradford | | 8 | | | | | 8 |
| Bridgeburg | | 4 | 4 | | | | |
| Brighton | | 1 | 1 | | | 1 | |
| Burk's Falls | | | 8 | | | | |
| Burlington | | 5 | 5 | | | | |
| Caledonia | | 13 | 19 | 1 | | 1 | |
| Chippawa | | 5 | | | | 4 | 6 |
| Drayton | | 3 | 3 | | | | 3 |
| Eganville | | 1 | 1 | 1 | 1 | | |
| Elora | | 3 | 3 | | | | |
| Exeter | | | | | | | 2 |
| Fort Erie | | 6 | 12 | | | | |
| Fergus | 1 | | 2 | | | | 4 |
| Georgetown | | 15 | | | | | |
| Glencoe | 3 | 4 | 1 | | | 4 | 4 |
| Grand Valley | | 3 | 3 | | | | |
| Iroquois | | 4 | 4 | | | | |
| Kemptville | | | | | | | 1 |
| Lakefield | | 2 | 2 | | | | 2 |
| Lanark | | | 1 | | | | |
| Markdale | | 12 | 12 | | | | 12 |
| Marmora | | 6 | 6 | | | | |
| Merrickville | | | 2 | | | | |
| Merritton | | 1 | 1 | | | | |
| Millbrook | | | | | | | 3 |
| Morrisburg | 1 | 8 | 2 | | | | |
| New Hamburg | | 6 | 6 | | | 6 | |
| Norwich | 5 | 7 | 8 | | | 5 | |
| Norwood | | 4 | 3 | 2 | | | |
| Oil Springs | | 4 | 3 | | | | |
| Port Carling | | 2 | 3 | | | 2 | |
| Port Colborne | | 3 | 13 | 2 | | | |
| Port Dover | | | 3 | | | | |
| Port Elgin | | | 2 | | | | 1 |
| Portsmouth | | | | | | | 1 |
| South River | | 100 | 100 | | | | |
| Springfield | | 1 | 1 | | | | |
| Tara | | 1 | 1 | | | | |
| Tweed | | 5 | 4 | | | | |
| Wardsville | | 2 | 1 | | | | 2 |
| Waterdown | | 5 | 5 | 1 | | 5 | 2 |
| Waterford | | 5 | 13 | | | 13 | |
| Wellington | 2 | 2 | 2 | | | | 2 |
| Wyoming | | | 6 | | | | |
| Totals | 135 | 8,720 | 3,187 | 191 | 57 | 196 | 795 |

NOTE.—Urban municipalities not in this table either reported no truants or did not report at all.

TABLE P.—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Education in also Normal and Normal Model Schools, from the year 1867 to

| No. | Subjects compared. | 1867. | 1872. | 1877. | 1882. |
|---|---|---|---|---|---|
| 1 | Population | .... .... | 1,620,851 | ..... | 1,926,922 |
| 2 | School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently) | 447,726 | 495,756 | 494,804 | 483,817 |
| 3 | High Schools (including Collegiate Institutes) | 102 | 104 | 104 | 104 |
| 4 | *Normal College and Normal and Normal Model Schools | 3 | 3 | 4 | 6 |
| 5 | Total Public Schools in operation | 4,261 | 4,490 | 4,955 | 5,013 |
| 6 | Total Roman Catholic Separate Schools | 161 | 171 | 185 | 190 |
| 7 | Grand total of all schools in operation | 4,527 | 4,768 | 5,248 | 5,313 |
| 8 | Total pupils attending High Schools (including Collegiate Institutes) | 5,696 | 7,968 | 9,229 | 12,348 |
| 9 | †Total pupils attending Continuation Schools | ..... | ..... | ..... | ..... |
| 10 | Total students and pupils attending *Normal College, Normal and Normal Model Schools | 800 | 800 | 900 | 1,059 |
| 11 | Total pupils attending Public Schools | 382,719 | 433,256 | 465,908 | 445,364 |
| 12 | Total pupils attending Roman Catholic Separate Schools | 18,924 | 21,406 | 24,952 | 26,148 |
| 13 | Grand Total students and pupils attending High, Public, Separate Schools,*Normal College and Normal and Model Schools | 408,139 | 463,430 | 500,989 | 484,919 |
| 14 | Total amount paid for the salaries of Public and Separate School teachers | $1,093,516 | 1,371,594 | 2,038,099 | 2,144,448 |
| 15 | Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc | $379,672 | 835,770 | 1,035,390 | 882,526 |
| 16 | Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries, apparatus, etc | $1,473,188 | 2,207,364 | 3,073,489 | 3,026,974 |
| 17 | Total amount paid for High School (and Collegiate Institute) Teachers' salaries | $94,820 | 141,812 | 211,607 | 253,864 |
| 18 | Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc | $19,190 | 31,360 | 51,417 | 89,857 |
| 19 | Grand total paid for educational purposes as above | $1,587,198 | 2,380,536 | 3,336,513 | 3,370,695 |
| 20 | Total Public and Separate School Teachers | 4,890 | 5,476 | 6,468 | 6,857 |
| 21 | Total Male Teachers | 2,849 | 2,626 | 3,020 | 3,062 |
| 22 | Total Female Teachers | 2,041 | 2,850 | 3,448 | 3,795 |

* Normal College was closed in 1907, the training of teachers of the higher grades and at Queen's University, Kingston.

STATISTICAL ABSTRACT.

Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), 1909 compiled from the Returns in the Department of Education.

| No. | 1887. | 1892. | 1897. | 1902. | 1907. | 1908. | 1909. |
|---|---|---|---|---|---|---|---|
| 1 | ..... | 2,114,321 | ..... | 2,167,938 | ..... | ..... | ..... |
| 2 | 611,212 | 595,238 | 590,055 | 584,512 | 590,285 | 596,713 | 599,291 |
| 3 | 112 | 128 | 130 | 134 | 143 | 145 | 145 |
| 4 | 6 | 6 | 7 | 8 | 7 | 10 | 10 |
| 5 | 5,277 | 5,577 | 5,574 | 5,671 | 5,819 | 5,869 | 5,913 |
| 6 | 229 | 312 | 340 | 391 | 449 | 465 | 467 |
| 7 | 5,624 | 6,023 | 6,051 | 6,204 | 6,418 | 6,489 | 6,535 |
| 8 | 17,459 | 22,837 | 24,390 | 24,472 | 30,331 | 31,912 | 33,101 |
| 9 | ..... | ..... | ..... | ..... | 4,744 | 5,317 | 5,866 |
| 10 | 1,204 | 1,270 | 1,492 | 1,709 | 1,407 | 2,074 | 2,138 |
| 11 | 462,839 | 448,204 | 441,157 | 420,094 | 413,510 | 417,036 | 420,428 |
| 12 | 30,373 | 37,466 | 41,620 | 45,964 | 51,502 | 53,551 | 55,034 |
| 13 | 511,875 | 509,777 | 508,659 | 492,239 | 496,750 | 504,573 | 510,701 |
| 14 | 2,458,540 | 2,752,628 | 2,886,061 | 3,198,132 | 4,389,524 | 4,643,571 | 5,008,542 |
| 15 | 1,283,565 | 1,301,289 | 1,329,609 | 1 627,028 | 3,166,655 | 3,300,255 | 3,132,881 |
| 16 | 3,742,105 | 4,053,917 | 4,215,670 | 4,825,160 | 7,556,179 | 7,943,826 | 8,141,423 |
| 17 | 327,452 | 470,828 | 532,837 | 547,402 | 783,782 | 860,955 | 941,657 |
| 18 | 168,160 | 215,871 | 183,139 | 222,278 | 429,915 | 524,877 | 679,980 |
| 19 | 4,237,717 | 4,740,616 | 4,931,646 | 5,594,840 | 8,769,876 | 9,329,658 | 9,763,060 |
| 20 | 7,594 | 8,480 | 9,128 | 9,631 | 10,200 | 10,391 | 10,586 |
| 21 | 2,718 | 2,770 | 2,784 | 2,311 | 1,813 | 1,860 | 1,747 |
| 22 | 4,876 | 5,710 | 6,344 | 7,320 | 8,387 | 8,531 | 8,839 |

being thereafter carried on by the Faculties of Education at the University of Toronto
† Included in Public and Separate Schools.

## APPENDIX B—TEACHERS'

FINANCIAL

| | Name of Institute. | Number of Institutes. | Number of members. | Receipts. | | |
|---|---|---|---|---|---|---|
| | | | | Government grant. | Municipal grant. | Members' fees. |
| | | | | $ c. | $ c. | $ c. |
| 1 | Algoma, East | 1 | 23 | 50 00 | ..... | 11 50 |
| 2 | Algoma, West | 1 | 63 | 50 00 | ..... | 15 75 |
| 3 | Brant | 1 | 88 | 25 00 | 25 00 | ..... |
| 4 | Bruce, East | 1 | 120 | 25 00 | 25 00 | ..... |
| 5 | Bruce, West | 1 | 100 | 25 00 | 25 00 | 2 00 |
| 6 | Carleton | 1 | 89 | 25 00 | ..... | 44 50 |
| 7 | Dufferin | 1 | 123 | 25 00 | 25 00 | ..... |
| 8 | Dundas | 1 | 109 | 25 00 | 25 00 | 49 75 |
| 9 | Durham | 1 | 150 | 25 00 | 25 00 | ..... |
| 10 | Elgin | 1 | 150 | 25 00 | 25 00 | ..... |
| 11 | Essex, North | 1 | 84 | ..... | 50 00 | ..... |
| 12 | Essex, South | 1 | 118 | 25 00 | 50 00 | 21 75 |
| 13 | Frontenac | 1 | 101 | 25 00 | 25 00 | ..... |
| 14 | Glengarry | 1 | 92 | 25 00 | 25 00 | ..... |
| 15 | Grenville | 1 | 104 | 25 00 | 25 00 | ..... |
| 16 | Grey, West | 1 | 80 | 25 00 | 25 00 | 20 00 |
| 17 | Grey, East | 1 | 31 | 25 00 | 25 00 | 7 75 |
| 18 | Grey, South | 1 | 69 | 25 00 | 25 00 | 17 25 |
| 19 | Haliburton | 1 | 60 | 50 00 | 50 00 | ..... |
| 20 | Haldimand | 1 | 115 | 25 00 | 25 00 | ..... |
| 21 | Halton | 1 | 92 | 25 00 | 25 00 | ..... |
| 22 | Hastings, North | 1 | 123 | 25 00 | 25 00 | ..... |
| 23 | Hastings, South | 1 | 110 | 25 00 | 25 00 | ..... |
| 24 | Huron, East | 1 | 139 | 25 00 | 25 00 | ..... |
| 25 | Huron, West | 1 | 61 | 25 00 | 25 00 | 12 20 |
| 26 | Kenora | 1 | 40 | 25 00 | ..... | ..... |
| 27 | Kent, East | 1 | 96 | 25 00 | 25 00 | ..... |
| 28 | Kent, West | 1 | 123 | 25 00 | 50 00 | ..... |
| 29 | Lambton, East | 1 | 90 | 25 00 | 25 00 | 22 50 |
| 30 | Lambton, West | 1 | 125 | 25 00 | 25 00 | ..... |
| 31 | Lanark | 1 | 200 | 25 00 | 25 00 | 16 70 |
| 32 | Leeds, East | 1 | 60 | 25 00 | 25 00 | 15 00 |
| 33 | Leeds, West | 1 | 102 | 25 00 | 25 00 | 9 25 |
| 34 | Lennox and Addington | 1 | 90 | 25 00 | 25 00 | 22 25 |
| 35 | Lincoln | 1 | 88 | 25 00 | ..... | ..... |
| 36 | Manitoulin, East | 1 | 32 | 50 00 | ..... | ..... |
| 37 | Manitoulin, West | 1 | 20 | 50 00 | ..... | ..... |
| 38 | Middlesex, East | 1 | 110 | 25 00 | 45 00 | 24 50 |
| 39 | Middlesex, West | 1 | 104 | 25 00 | 100 00 | 51 00 |
| 40 | Muskoka | 1 | 143 | 50 00 | ..... | ..... |
| 41 | Nipissing | 1 | 42 | 50 00 | ..... | 10 50 |
| 42 | Norfolk | 1 | 140 | 25 00 | 25 00 | ..... |
| 43 | Northumberland | 1 | 150 | 25 00 | 25 00 | ..... |
| 44 | Ontario, North | 1 | 63 | ..... | 25 00 | 15 75 |
| 45 | Ontario, South | 1 | 66 | 25 00 | 25 00 | ..... |
| 46 | Oxford | 1 | 104 | 25 00 | 25 00 | 26 00 |
| 47 | Parry Sound, West | 1 | 60 | ..... | ..... | 3 00 |

INSTITUTES

STATEMENT

| | Receipts.—Continued. | | Expenditure. | | | | |
|---|---|---|---|---|---|---|---|
| | Balances and other sources. | Total receipts. | Printing, postage, etc. | Libraries, Educational Journals, etc. | Miscellaneous. | Total expenditure. | Balances. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | ..... | 61 50 | 7 95 | ..... | 1 55 | 9 50 | 52 00 |
| 2 | 45 10 | 110 85 | 9 90 | ..... | 30 00 | 39 90 | 70 95 |
| 3 | 143 61 | 193 61 | 9 17 | 22 06 | 34 75 | 65 98 | 127 63 |
| 4 | 155 42 | 205 42 | 24 77 | 4 03 | 15 00 | 43 80 | 161 62 |
| 5 | 132 60 | 184 60 | 5 75 | 22 50 | 25 00 | 53 25 | 131 35 |
| 6 | 43 73 | 113 23 | 7 13 | ..... | 59 75 | 66 88 | 46 35 |
| 7 | 39 52 | 89 52 | 13 85 | 8 14 | 14 00 | 35 99 | 53 53 |
| 8 | 132 61 | 232 36 | 40 90 | ..... | 63 50 | 104 40 | 127 96 |
| 9 | 69 47 | 119 47 | 7 78 | ..... | 60 55 | 68 33 | 51 14 |
| 10 | 250 90 | 300 90 | 8 40 | ..... | 65 00 | 73 40 | 227 50 |
| 11 | 157 79 | 207 79 | 4 65 | ..... | 48 20 | 52 85 | 154 94 |
| 12 | 89 97 | 186 72 | 72 31 | ..... | 27 65 | 99 96 | 86 76 |
| 13 | 35 58 | 85 58 | 3 98 | 24 00 | 57 30 | 85 28 | 0 30 |
| 14 | 26 31 | 76 31 | 26 47 | ..... | 39 25 | 65 72 | 10 59 |
| 15 | 64 95 | 114 95 | 5 38 | ..... | 28 85 | 34 23 | 80 72 |
| 16 | 97 94 | 167 94 | 9 85 | ..... | 51 65 | 61 50 | 106 44 |
| 17 | 90 78 | 148 53 | 6 25 | ..... | 34 00 | 40 25 | 108 28 |
| 18 | 256 04 | 323 29 | 11 73 | 60 80 | 72 25 | 144 78 | 178 51 |
| 19 | 19 54 | 119 54 | 2 70 | ..... | 25 35 | 28 05 | 91 49 |
| 20 | 280 58 | 330 58 | 6 10 | ..... | 22 55 | 28 65 | 301 93 |
| 21 | 111 45 | 161 45 | 12 00 | 17 75 | 65 25 | 95 00 | 66 45 |
| 22 | 141 07 | 191 07 | 17 70 | ..... | 40 65 | 58 35 | 132 72 |
| 23 | 78 85 | 128 85 | 6 52 | ..... | 25 00 | 31 52 | 97 33 |
| 24 | 84 33 | 134 33 | 7 00 | ..... | 56 25 | 63 25 | 71 08 |
| 25 | 115 20 | 177 40 | 25 00 | 5 70 | 65 90 | 96 60 | 80 80 |
| 26 | 2 00 | 27 00 | 2 00 | ..... | ..... | 2 00 | 25 00 |
| 27 | 92 38 | 142 38 | 4 30 | ..... | 13 25 | 17 55 | 124 83 |
| 28 | 106 31 | 181 31 | ..... | ..... | 22 40 | 22 40 | 158 91 |
| 29 | 69 89 | 142 39 | 51 53 | ..... | 85 44 | 136 97 | 5 42 |
| 30 | 70 72 | 120 72 | 4 05 | ..... | 34 65 | 38 70 | 82 02 |
| 31 | 98 25 | 164 95 | 23 58 | 28 10 | 15 05 | 66 73 | 98 22 |
| 32 | 33 46 | 98 46 | 3 80 | 13 25 | 52 00 | 69 05 | 29 41 |
| 33 | 65 27 | 124 52 | 6 75 | 6 25 | 22 00 | 35 00 | 89 52 |
| 34 | 86 00 | 158 25 | 30 32 | ..... | 80 30 | 110 62 | 47 63 |
| 35 | 93 28 | 118 28 | 4 62 | 1 96 | 28 55 | 35 13 | 83 15 |
| 36 | 26 73 | 76 73 | 4 78 | ..... | 17 70 | 22 48 | 54 25 |
| 37 | 65 32 | 115 32 | 4 87 | ..... | 37 45 | 42 32 | 73 00 |
| 38 | 35 65 | 130 15 | 57 15 | 24 78 | 29 45 | 111 38 | 18 77 |
| 39 | 86 80 | 262 80 | 38 69 | ..... | 130 50 | 169 19 | 93 61 |
| 40 | 101 41 | 151 41 | 6 75 | ..... | 33 45 | 40 20 | 111 21 |
| 41 | 25 60 | 86 10 | 12 50 | ..... | 43 80 | 56 30 | 29 80 |
| 42 | 57 23 | 107 23 | 10 60 | 1 00 | 19 00 | 30 60 | 76 63 |
| 43 | 131 11 | 181 11 | 16 44 | ..... | 39 45 | 55 89 | 125 22 |
| 44 | 57 51 | 98 26 | 4 35 | ..... | 78 90 | 83 25 | 15 01 |
| 45 | 155 53 | 205 53 | 7 43 | ..... | 27 15 | 34 58 | 170 95 |
| 46 | 76 57 | 152 57 | 7 42 | ..... | 69 90 | 77 32 | 75 25 |
| 47 | 38 28 | 41 28 | 0 17 | 7 50 | 5 00 | 12 67 | 28 61 |

TEACHERS'
FINANCIAL

| Name of Institute.—Continued. | Number of Institutes. | Number of members. | Receipts. | | |
|---|---|---|---|---|---|
| | | | Government grant. | Municipal grant. | Members' fees. |
| | | | $ c. | $ c. | $ c. |
| 48 Peel | 1 | 98 | 25 00 | 25 00 | ..... |
| 49 Perth | 1 | 127 | 25 00 | 25 00 | 63 50 |
| 50 Peterborough | 1 | 122 | 25 00 | 25 00 | ..... |
| 51 Prescott and Russell | 1 | 125 | ..... | ..... | ..... |
| 52 Prince Edward | 1 | 100 | 25 00 | 25 00 | ..... |
| 53 Rainy River | 1 | 39 | 50 00 | ..... | ..... |
| 54 Renfrew | 1 | 200 | 25 00 | 50 00 | 0 50 |
| 55 Simcoe, East | 1 | 107 | 25 00 | 25 00 | ..... |
| 56 Simcoe, North | 1 | 114 | 25 00 | 25 00 | 20 50 |
| 57 Simcoe, South West | 1 | 23 | 25 00 | 25 00 | 5 75 |
| 58 Stormont | 1 | 87 | 25 00 | 25 00 | 43 50 |
| 59 Sudbury | 1 | 23 | 50 00 | ..... | ..... |
| 60 Thunder Bay | 1 | 103 | 50 00 | 25 00 | ..... |
| 61 Victoria, East | 1 | 70 | ..... | 37 50 | ..... |
| 62 Victoria, West | 1 | 77 | 25 00 | 37 50 | ..... |
| 63 Waterloo | 1 | 147 | 25 00 | 25 00 | 66 75 |
| 64 Welland | 1 | 138 | 50 00 | 50 00 | ..... |
| 65 Wellington, North | 1 | 90 | 25 00 | 25 00 | 21 50 |
| 66 Wellington, South | 1 | 135 | 25 00 | 25 00 | 25 75 |
| 67 Wentworth | 1 | 77 | 25 00 | 25 00 | 19 25 |
| 68 York, North | 1 | 25 | 25 00 | 25 00 | 6 25 |
| 69 York, South | 1 | 118 | 25 00 | ..... | 14 25 |
| 70*Ontario Educational Association | 1 | 956 | 1,000 00 | ..... | 477 96 |
| Cities and Towns. | | | | | |
| 71 Belleville | 1 | 25 | 25 00 | 25 00 | 3 25 |
| 72 Brantford | 1 | 74 | 25 00 | 25 00 | ..... |
| 73 Brockville | 1 | 32 | 25 00 | 25 00 | 8 00 |
| 74 Guelph | 1 | 41 | ..... | 50 00 | ..... |
| 75 Hamilton | 1 | 210 | 25 00 | 25 00 | 52 50 |
| 76 Kingston | 1 | 57 | 25 00 | 25 00 | 14 25 |
| 77 London | 1 | 189 | ..... | 25 00 | 51 75 |
| 78 Ottawa | 1 | 250 | 25 00 | 25 00 | 79 00 |
| 79 Peterborough | 1 | 59 | 25 00 | 25 00 | 29 55 |
| 80 St. Catharines | 1 | 28 | ..... | 25 00 | ..... |
| 81 St. Thomas | 1 | 44 | 25 00 | 25 00 | ..... |
| 82 Stratford | 1 | 55 | 25 00 | 45 00 | 59 63 |
| 83 Toronto | 1 | 844 | 25 00 | 25 00 | 433 50 |
| 84 Windsor and Walkerville | 1 | 73 | 25 00 | 25 00 | 15 50 |
| Totals, 1909 | 84 | 9,524 | 3,150 00 | 2,040 00 | 1,931 29 |
| Totals, 1908 | 83 | 9,081 | 3,075 00 | 1,852 50 | 1,882 60 |
| Increases | 1 | 443 | 75 00 | 187 50 | 48 69 |
| Decreases | ..... | ..... | ..... | ..... | ..... |

*Statement for 1909-10.

INSTITUTES.—Concluded.

STATEMENT.—Concluded.

| | Receipts.—Continued. | | Expenditure. | | | | |
|---|---|---|---|---|---|---|---|
| | Balances and other sources. | Total receipts. | Printing, postage, etc. | Libraries, Educational Journals, etc. | Miscellaneous. | Total expenditure. | Balances. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 48 | 10 01 | 60 01 | 4 50 | ..... | 20 50 | 25 00 | 35 01 |
| 49 | 21 11 | 134 61 | 15 85 | ..... | 71 82 | 87 67 | 46 94 |
| 50 | 30 16 | 80 16 | 4 93 | ..... | 26 40 | 31 33 | 48 83 |
| 51 | 173 09 | 173 09 | 15 75 | 74 35 | 73 99 | 164 09 | 9 00 |
| 52 | 64 57 | 114 57 | 7 79 | 0 25 | 42 70 | 50 74 | 63 83 |
| 53 | 66 03 | 116 03 | 3 41 | 31 00 | ..... | 34 41 | 81 62 |
| 54 | 20 49 | 95 99 | 8 00 | ..... | 49 00 | 57 00 | 38 99 |
| 55 | 20 25 | 70 25 | 5 40 | 0 75 | 29 35 | 35 50 | 34 75 |
| 56 | 83 83 | 154 33 | 11 75 | 1 60 | 44 70 | 58 05 | 96 28 |
| 57 | 35 10 | 90 85 | 6 50 | 18 25 | 46 95 | 71 70 | 19 15 |
| 58 | 62 90 | 156 40 | 6 75 | ..... | 54 53 | 61 28 | 95 12 |
| 59 | 20 05 | 70 05 | 3 75 | ..... | 5 00 | 8 75 | 61 30 |
| 60 | 55 95 | 130 95 | 18 45 | ..... | ..... | 18 45 | 112 50 |
| 61 | 184 23 | 221 73 | 33 30 | ..... | 24 00 | 57 30 | 164 43 |
| 62 | 138 57 | 201 07 | 23 10 | 10 00 | ..... | 33 10 | 167 97 |
| 63 | 170 66 | 287 41 | 23 20 | ..... | 155 08 | 178 28 | 109 13 |
| 64 | 105 70 | 205 70 | 8 58 | ..... | 79 10 | 87 68 | 118 02 |
| 65 | 166 84 | 238 34 | 10 10 | 66 25 | 34 00 | 110 35 | 127 99 |
| 66 | 27 75 | 103 50 | 6 96 | ..... | 45 60 | 52 56 | 50 94 |
| 67 | 31 16 | 100 41 | 9 50 | ..... | 55 05 | 64 55 | 35 86 |
| 68 | 141 85 | 198 10 | 2 20 | 27 50 | 25 95 | 55 65 | 142 45 |
| 69 | 71 75 | 111 00 | 31 50 | ..... | 40 60 | 72 10 | 38 90 |
| 70 | 523 66 | 2,001 62 | 1,105 54 | ..... | 418 15 | 1,523 69 | 477 93 |
| 71 | 40 83 | 94 08 | 3 50 | ..... | 24 00 | 27 50 | 66 58 |
| 72 | 122 92 | 172 92 | 8 00 | 27 00 | 16 50 | 51 50 | 121 42 |
| 73 | 56 08 | 114 08 | 2 00 | 43 95 | 48 50 | 94 45 | 19 63 |
| 74 | 1 09 | 51 09 | 1 40 | 32 23 | 4 00 | 37 63 | 13 46 |
| 75 | 418 00 | 520 50 | 48 25 | ..... | 472 25 | 520 50 | ..... |
| 76 | 34 68 | 98 93 | 5 52 | 26 79 | 46 45 | 78 76 | 20 17 |
| 77 | 126 36 | 203 11 | 11 75 | ..... | 59 50 | 71 25 | 131 86 |
| 78 | 156 16 | 285 16 | 9 00 | ..... | 152 25 | 161 75 | 123 41 |
| 79 | 111 27 | 190 82 | 5 05 | ..... | 7 00 | 12 05 | 178 77 |
| 80 | 67 37 | 92 37 | 0 13 | 22 75 | ..... | 22 88 | 69 49 |
| 81 | 3 64 | 53 64 | 1 39 | 10 00 | 40 00 | 51 39 | 2 25 |
| 82 | 66 92 | 196 55 | 21 01 | 89 40 | 15 66 | 126 07 | 70 48 |
| 83 | 1,607 65 | 2,091 15 | 54 02 | 91 59 | 213 60 | 359 21 | 1,731 94 |
| 84 | 37 09 | 102 59 | 21 39 | 3 00 | 42 75 | 67 14 | 35 45 |
| | 9,314 41 | 16,435 70 | 2,214 56 | 824 48 | 4,400 02 | 7,439 06 | 8,996 64 |
| | 9,530 08 | 16,340 18 | 2,164 99 | 920 02 | 5,282 05 | 8,367 06 | 7,973 12 |
| | ..... | 95 52 | 49 57 | ..... | ..... | ..... | 1,023 52 |
| | 215 67 | ..... | ..... | 95 54 | 882 03 | 928 00 | ..... |

## APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

ENTRANCE EXAMINATION, JUNE 1910.

| Collegiate Institutes. | Examined. | Passed. |
|---|---|---|
| Barrie | 128 | 49 |
| Berlin | 199 | 121 |
| Brantford | 228 | 114 |
| Brockville | 118 | 83 |
| Chatham | 169 | 87 |
| Clinton | 55 | 40 |
| Cobourg | 99 | 59 |
| Collingwood | 124 | 32 |
| Fort William | 81 | 53 |
| Galt | 182 | 143 |
| Goderich | 73 | 43 |
| Guelph | 130 | 103 |
| Hamilton | 573 | 340 |
| Ingersoll | 166 | 84 |
| Kingston | 178 | 123 |
| Lindsay | 82 | 60 |
| London | 389 | 263 |
| Morrisburg | 65 | 27 |
| Napanee | 90 | 31 |
| Niagara Falls | 102 | 66 |
| Orillia | 129 | 66 |
| Ottawa | 581 | 396 |
| Owen Sound | 207 | 135 |
| Perth | 99 | 60 |
| Peterborough | 170 | 122 |
| Picton | 114 | 55 |
| Renfrew | 153 | 66 |
| Ridgetown | 65 | 49 |
| St. Catharines | 89 | 69 |
| St. Mary's | 114 | 78 |
| St. Thomas | 131 | 86 |
| Sarnia | 139 | 86 |
| Seaforth | 58 | 30 |
| Stratford | 187 | 132 |
| Strathroy | 133 | 60 |
| Toronto, Harbord | 236 | 167 |
| Toronto, Parkdale | 293 | 210 |
| Toronto, Jarvis | 282 | 161 |
| Toronto, Humberside | 163 | 116 |
| Vankleek Hill | 68 | 34 |
| Whitby | 85 | 40 |
| Windsor | 138 | 118 |
| Woodstock | 166 | 78 |
| Totals | 7,031 | 4,335 |

| High Schools. | | |
|---|---|---|
| Alexandria | 72 | 36 |
| Almonte | 45 | 33 |
| Arnprior | 91 | 61 |
| Arthur | 59 | 34 |
| Athens | 101 | 40 |
| Aurora | 56 | 40 |
| Aylmer | 74 | 37 |
| Beamsville | 38 | 25 |
| Belleville | 114 | 31 |
| Bowmanville | 51 | 25 |
| Bradford | 40 | 34 |
| Brampton | 98 | 59 |
| Brighton | 40 | 29 |
| Caledonia | 53 | 28 |
| Campbellford | 73 | 41 |
| Carleton Place | 87 | 46 |
| Cayuga | 47 | 24 |
| Chesley | 52 | 35 |
| Colborne | 26 | 17 |
| Cornwall | 147 | 58 |
| Deseronto | 34 | 21 |
| Dundas | 67 | 17 |
| Dunnville | 59 | 39 |
| Dutton | 54 | 9 |
| Elora | 35 | 24 |
| Essex | 90 | 20 |
| Fergus | 68 | 44 |
| Forest | 66 | 23 |
| Gananoque | 73 | 18 |
| Georgetown | 37 | 21 |
| Glencoe | 49 | 17 |
| Gravenhurst | 41 | 17 |
| Grimsby | 38 | 32 |
| Hagersville | 44 | 4 |
| Harriston | 27 | 18 |
| Hawkesbury | 35 | 18 |
| Iroquois | 57 | 15 |
| Kemptville | 53 | 27 |
| Kenora | 33 | 19 |
| Kincardine | 42 | 26 |
| Leamington | 78 | 36 |
| Listowel | 84 | 65 |
| Lucan | 89 | 33 |
| Madoc | 70 | 22 |
| Markham | 95 | 57 |
| Meaford | 71 | 41 |
| Midland | 53 | 32 |
| Mitchell | 90 | 55 |
| Mount Forest | 76 | 55 |
| Newburgh | 71 | 20 |
| Newcastle | 25 | 16 |
| Newmarket | 58 | 41 |
| Niagara | 26 | 12 |
| Niagara Falls South | 60 | 35 |
| North Bay | 49 | 33 |
| Norwood | 49 | 21 |
| Oakville | 45 | 32 |
| Omemee | 31 | 6 |
| Orangeville | 46 | 24 |
| Oshawa | 93 | 41 |
| Paris | 60 | 36 |
| Parkhill | 101 | 48 |
| Pembroke | 132 | 64 |
| Penetanguishene | 38 | 15 |
| Petrolea | 53 | 32 |
| Plantagenet | 40 | 24 |

ENTRANCE EXAMINATION, JUNE 1910.—Continued.

| High Schools.—Concluded. | Examined. | Passed. |
|---|---|---|
| Port Arthur | 81 | 50 |
| Port Dover | 32 | 18 |
| Port Elgin | 44 | 36 |
| Port Hope | 58 | 51 |
| Port Perry | 63 | 37 |
| Port Rowan | 27 | 17 |
| Prescott | 66 | 33 |
| Richmond Hill | 27 | 20 |
| Rockland | 31 | 15 |
| Sault Ste. Marie | 107 | 76 |
| Simcoe | 111 | 45 |
| Smith's Falls | 92 | 61 |
| Smithville | 23 | 7 |
| Stirling | 36 | 21 |
| Streetsville | 49 | 33 |
| Sudbury | 65 | 43 |
| Sydenham | 40 | 11 |
| Thorold | 44 | 33 |
| Tillsonburg | 73 | 26 |
| Toronto, Malvern | 83 | 42 |
| Toronto, Oakwood | 192 | 169 |
| Toronto, Technical | 92 | 59 |
| Toronto, Riverdale | 139 | 86 |
| Trenton | 44 | 18 |
| Uxbridge | 60 | 36 |
| Vienna | 39 | 19 |
| Walkerton | 69 | 30 |
| Wardsville | 21 | 6 |
| Waterdown | 36 | 11 |
| Waterford | 70 | 23 |
| Watford | 49 | 22 |
| Welland | 63 | 35 |
| Weston | 71 | 46 |
| Wiarton | 41 | 10 |
| Williamstown | 71 | 41 |
| Wingham | 64 | 37 |
| Totals | 6,322 | 3,381 |

| Other Places. | Examined. | Passed. |
|---|---|---|
| Aberfoyle | 38 | 14 |
| Abingdon | 9 | 6 |
| Acton | 34 | 18 |
| Alliston | 69 | 34 |
| Alvinston | 53 | 23 |
| Ameliasburg | 31 | 14 |
| Amherstburg | 46 | 22 |
| Ancaster | 48 | 15 |
| Angus | 12 | 4 |
| Apsley | 4 | 2 |
| Arkona | 29 | 18 |
| Ashton | 19 | 6 |
| Aultsville | 32 | 9 |
| Avonmore | 42 | 9 |
| Ayr | 28 | 9 |
| Ayton | 7 | 5 |
| Bailieboro | 16 | 10 |
| Bancroft | 37 | 9 |
| Barriefield | 21 | 2 |
| Bath | 35 | 12 |
| Battersea | 18 | 4 |
| Bayfield | 10 | 5 |
| Beaverton | 36 | 25 |
| Beeton | 15 | 7 |
| Belleville, County Centre | 120 | 43 |
| Belle River | 24 | 4 |
| Belmont | 32 | 10 |
| Bethany | 25 | 18 |
| Billings' Bridge | 10 | 4 |
| Binbrook | 15 | 5 |
| Biscotasing | 4 | 2 |
| Blackstock | 30 | 10 |
| Blenheim | 68 | 31 |
| Blind River | 19 | 10 |
| Blyth | 29 | 17 |
| Bobcaygeon | 17 | 0 |
| Bolton | 41 | 14 |
| Bothwell | 30 | 16 |
| Bowesville | 16 | 5 |
| Bracebridge | 54 | 21 |
| Bridgeburg | 44 | 34 |
| Brigden | 42 | 19 |
| Bruce Mines | 32 | 19 |
| Brussels | 50 | 37 |
| Burford | 39 | 22 |
| Burgessville | 19 | 12 |
| Burk's Falls | 36 | 19 |
| Burlington | 28 | 15 |
| Burritt's Rapids | 12 | 9 |
| Byng Inlet | 19 | 13 |
| Cannington | 24 | 14 |
| Cardinal | 33 | 11 |
| Carp | 26 | 13 |
| Castleton | 18 | 10 |
| Cataraqui | 33 | 3 |
| Chapleau | 14 | 11 |
| Charleston | 40 | 19 |
| Chatsworth | 46 | 28 |
| Chesterville | 62 | 19 |
| Claremont | 13 | 9 |
| Clifford | 13 | 11 |
| Cobalt | 18 | 13 |
| Cobden | 57 | 16 |
| Coldwater | 23 | 5 |
| Comber | 15 | 8 |
| Cookstown | 20 | 10 |
| Copper Cliff | 15 | 5 |
| Courtright | 33 | 16 |
| Crediton | 17 | 8 |
| Creemore | 30 | 3 |
| Crosshill | 24 | 12 |
| Cumberland | 20 | 9 |
| Dalkeith | 21 | 8 |
| Dashwood | 15 | 10 |
| Delhi | 61 | 19 |
| Delta | 55 | 12 |
| Denbigh | 7 | 1 |
| Desbarats | 7 | 1 |
| Dickenson's Landing | 27 | 4 |

ENTRANCE EXAMINATION, JUNE 1910.—Continued.

| Other Places.—Continued. | Examined. | Passed. | Other Places.—Continued. | Examined. | Passed. |
|---|---|---|---|---|---|
| Dorchester Station | 43 | 18 | Kimberley | 16 | 10 |
| Drayton | 45 | 27 | King | 16 | 13 |
| Dresden | 48 | 29 | Kingsville | 31 | 14 |
| Dromore | 20 | 11 | Kinmount | 14 | 3 |
| Drumbo | 22 | 6 | Kintail | 22 | 6 |
| Dryden | 11 | 6 | Kirkfield | 32 | 14 |
| Dundalk | 41 | 22 | Kleinburg | 15 | 7 |
| Dungannon | 26 | 9 | Lakefield | 63 | 38 |
| Durham | 56 | 41 | Lanark | 63 | 34 |
| Eastview | 11 | 1 | Lancaster | 26 | 12 |
| Easton's Corners | 5 | 2 | Latchford | 10 | 5 |
| Eganville | 111 | 39 | Laurel | 5 | 0 |
| Eglinton | 56 | 33 | Lefroy | 32 | 18 |
| Elmira | 25 | 16 | Lemonville | 25 | 14 |
| Elmvale | 32 | 9 | Lion's Head | 11 | 0 |
| Embro | 34 | 8 | Little Current | 23 | 12 |
| Emo | 6 | 3 | Little Britain | 14 | 3 |
| Embrun | 12 | 10 | London East | 173 | 54 |
| Englehart | 13 | 5 | Lucknow | 19 | 13 |
| Ennismore | 11 | 1 | Macdonald Consolidated | 36 | 25 |
| Erin | 48 | 27 | Magnetewan | 20 | 11 |
| Exeter | 46 | 24 | Manitowaning | 14 | 6 |
| Fenelon Falls | 32 | 13 | Manotick | 15 | 6 |
| Fenwick | 35 | 22 | Maple | 14 | 10 |
| Feversham | 22 | 11 | Markdale | 43 | 22 |
| Finch | 59 | 10 | Marmora | 35 | 7 |
| Fingal | 54 | 14 | Marshville | 28 | 10 |
| Flesherton | 41 | 28 | Marsville | 5 | 3 |
| Florence | 29 | 9 | Massey | 24 | 8 |
| Fordwich | 15 | 12 | Mattawa | 28 | 15 |
| Fort Frances | 16 | 5 | Maxville | 48 | 27 |
| Fournier | 24 | 12 | Melbourne | 25 | 5 |
| Galetta | 29 | 9 | Merivale | 5 | 2 |
| Glen Allan | 10 | 8 | Merlin | 28 | 15 |
| Gore Bay | 53 | 17 | Merrickville | 38 | 19 |
| Grand Valley | 43 | 14 | Metcalfe | 26 | 4 |
| Haileybury | 26 | 16 | Mildmay | 18 | 7 |
| Hall's Bridge | 13 | 0 | Millbrook | 34 | 22 |
| Hamilton, County Centre | 15 | 8 | Milton | 89 | 44 |
| Hanover | 27 | 17 | Milverton | 68 | 55 |
| Harrow | 24 | 16 | Minden | 34 | 14 |
| Harrowsmith | 30 | 9 | Moorefield | 16 | 10 |
| Hastings | 11 | 6 | Moose Creek | 13 | 5 |
| Havelock | 40 | 13 | Morewood | 18 | 6 |
| Hawkstone | 30 | 10 | Mount Albert | 21 | 16 |
| Hensall | 21 | 17 | Mount Elgin | 23 | 7 |
| Hepworth | 20 | 1 | Mount Hope | 16 | 8 |
| Highgate | 27 | 16 | Mount Pleasant | 25 | 11 |
| Hillsdale | 28 | 11 | Mountain | 29 | 6 |
| Horning's Mills | 13 | 4 | Mountain Grove | 19 | 9 |
| Huntsville | 50 | 24 | Neustadt | 6 | 6 |
| Innerkip | 16 | 9 | Newboro | 34 | 8 |
| Ivy | 26 | 16 | New Hamburg | 33 | 12 |
| Janetville | 6 | 2 | New Liskeard | 47 | 28 |
| Jarvis | 38 | 14 | Nobleton | 7 | 1 |
| Jasper | 21 | 7 | North Augusta | 22 | 11 |
| Kars | 6 | 0 | North Gower | 18 | 6 |
| Keene | 41 | 16 | North Lancaster | 27 | 13 |
| Keewatin | 13 | 8 | Norwich | 30 | 23 |
| Kilmaurs | 16 | 5 | Oakwood | 13 | 4 |

ENTRANCE EXAMINATION, JUNE 1910.—Concluded.

| Other Places.—Continued. | Examined. | Passed. |
|---|---|---|
| Oil Springs | 42 | 23 |
| Orono | 20 | 7 |
| Osgoode Station | 7 | 1 |
| Otterville | 17 | 11 |
| Paisley | 37 | 27 |
| Pakenham | 24 | 17 |
| Palmerston | 32 | 11 |
| Parry Sound | 65 | 42 |
| Pelee Island | 7 | 1 |
| Plattsville | 31 | 11 |
| Port Colborne | 33 | 16 |
| Port Dalhousie | 68 | 33 |
| Port Stanley | 21 | 5 |
| Powassan | 48 | 7 |
| Princeton | 26 | 5 |
| Queensville | 26 | 11 |
| Rainy River | 12 | 5 |
| Ramsayville | 13 | 5 |
| Randwick | 8 | 2 |
| Richard's Landing | 16 | 8 |
| Richmond | 27 | 12 |
| Ridgeway | 39 | 20 |
| Ripley | 23 | 12 |
| Rockton | 25 | 11 |
| Rockwood | 32 | 22 |
| Rodney | 36 | 6 |
| Rosemont | 13 | 1 |
| Roseneath | 13 | 6 |
| Russell | 26 | 2 |
| St. George | 16 | 10 |
| St. Helen's | 23 | 10 |
| Sandwich | 75 | 18 |
| Schomberg | 27 | 13 |
| Schreiber | 4 | 3 |
| Selkirk | 26 | 10 |
| Sharbot Lake | 22 | 2 |
| Shelburne | 54 | 22 |
| Solina | 12 | 4 |
| Southampton | 18 | 12 |
| South Indian | 18 | 9 |
| South Mountain | 20 | 7 |
| South River | 22 | 10 |
| Sparta | 26 | 3 |
| Spencerville | 30 | 14 |
| Springfield | 25 | 8 |
| Stayner | 32 | 19 |
| Sunderland | 33 | 18 |
| Steelton | 29 | 20 |
| Stittsville | 14 | 2 |
| Stony Creek | 33 | 15 |
| Stouffville | 18 | 11 |
| Strabane | 31 | 6 |
| Sturgeon Falls | 36 | 23 |
| Sutton | 36 | 20 |
| Tamworth | 45 | 6 |
| Tara | 36 | 6 |

| Other Places.—Concluded. | Examined. | Passed. |
|---|---|---|
| Tavistock | 36 | 10 |
| Teeswater | 31 | 18 |
| Thamesford | 14 | 2 |
| Thamesville | 52 | 29 |
| Thedford | 18 | 4 |
| Thessalon | 44 | 20 |
| Thornbury | 40 | 25 |
| Thorndale | 41 | 6 |
| Tilbury | 35 | 13 |
| Tiverton | 16 | 7 |
| Toronto (De La Salle Inst.) | 192 | 130 |
| Tottenham | 23 | 13 |
| Tweed | 60 | 14 |
| Uptergrove | 52 | 27 |
| Varna | 12 | 4 |
| Vernon | 18 | 4 |
| Victoria Harbour | 9 | 7 |
| Victoria Mines | 7 | 2 |
| Wallaceburg | 57 | 30 |
| Warkworth | 15 | 8 |
| Waubaushene | 11 | 5 |
| Webbwood | 14 | 0 |
| Wellandport | 9 | 4 |
| Wellington | 20 | 8 |
| Westboro | 21 | 4 |
| West Lorne | 36 | 5 |
| Westport | 30 | 0 |
| Wheatley | 31 | 15 |
| Whitevale | 11 | 6 |
| Wilkesport | 22 | 2 |
| Winchester | 61 | 14 |
| Winona | 16 | 3 |
| Wolfe Island | 40 | 3 |
| Woodbridge | 12 | 10 |
| Woodville | 42 | 15 |
| Wooler | 26 | 15 |
| Wroxeter | 29 | 13 |
| Wyoming | 49 | 18 |
| Yarmouth Heights | 26 | 7 |
| Zephyr | 18 | 11 |
| Zurich | 10 | 8 |
| **Totals** | 8,629 | 3,752 |

SUMMARY.

| | | |
|---|---|---|
| Collegiate Institutes | 7,031 | 4,335 |
| High Schools | 6,322 | 3,381 |
| Other Places | 8,629 | 3,752 |
| Grand Totals, 1910 | 21,982 | 11,468 |
| Grand Totals, 1909 | 23,878 | 14,790 |
| Decreases | 1,896 | 3,322 |

APPENDIX D.—

| Inspectorate. | | Name of School. | Post Office. |
|---|---|---|---|
| Brant | 1 | 8 Burford | Burford |
| | 2 | 22 Burford | Kelvin |
| Bruce, West | 3 | 3 Greenock | Chepstow |
| | 4 | 9 Huron | Amberley |
| | 5 | 12 Huron | Ripley |
| Carleton, East | 6 | 5 Gloucester | Bowesville |
| Dundas | 7 | 4 Winchester | Ormond |
| | 8 | 22 Mountain | Mountain |
| Elgin, East | 9 | 7 Yarmouth | Sparta |
| | 10 | 16 Bayham | Corinth |
| | 11 | 9 Southwold | Shedden |
| | 12 | 12 Southwold | Fingal |
| | 13 | 18 W. Yarmouth | Yarmouth, Centre |
| | 14 | 1 Malahide | Copenhagen |
| | 15 | 1 Southwold | Boxall |
| | 16 | 3 Southwold | Southwold Station |
| | 17 | 6 Southwold | Talbotville |
| | 18 | 7 Southwold | Payne's Mills |
| | 19 | 8 Southwold | Frome |
| | 20 | 11 Southwold | Fingal |
| | 21 | 17 Southwold | Southwold |
| | 22 | 19 Southwold | St. Thomas |
| | 23 | 20 Southwold | Cowal |
| | 24 | 9 Yarmouth | Union |
| | 25 | 23 Yarmouth | Adrian |
| Elgin, West | 26 | 9 Dunwich | Cowal |
| | 27 | 3 Aldboro' | Eagle |
| | 28 | 10 Aldboro' | Clachan |
| Essex, South | 29 | Kingsville | Kingsville |
| Grey, East | 30 | 3 Euphrasia | Kimberley |
| Grey, West | 31 | Chatsworth | Chatsworth |
| Grey, South | 32 | Dundalk | Dundalk |
| | 33 | Markdale | Markdale |
| Haldimand | 34 | 3 Walpole | Selkirk |
| Haliburton and Parry Sound, East | 35 | 1 Anson | Minden |
| | 36 | 10 Minden | Carnarvon |
| Halton | 37 | 1 Nassagaweya | Campbellville |
| Hastings, Centre | 38 | 18 Hungerford | Marlbank |
| | 39 | Marmora | Marmora |

## FIFTH CLASSES. 1909-1910

| | Teachers. | | | Pupils. | | Grade of Fifth Class. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Name of Principal and Degree. | Professional Certificate. | Annual Salary, 1910. | No. of Pupils. | Average Daily Attendance. | A | B | C | Government Grant. |
| | | | $ | | | | | | $ c. |
| 1 | M. Miriam Cline | I | 575 | 18 | 14 | 1 | ..... | ..... | 100 02 |
| 2 | Lizzie M. Fraser | I | 500 | 3 | 2 | ..... | ..... | 1 | 35 50 |
| 3 | Pearl R. Anderson | II | 400 | 4 | 2 | ..... | ..... | 1 | 17 61 |
| 4 | Frederick Ross | II | 600 | 3 | 2 | ..... | ..... | 1 | 27 49 |
| 5 | Mary Strathdee | II | 500 | 4 | 3 | ..... | ..... | 1 | 22 08 |
| 6 | Thos. M. Creighton | I | 650 | 15 | 13 | 1 | ..... | ..... | 94 65 |
| 7 | Annie R. Boucher | II | 500 | 5 | 2 | ..... | 1 | ..... | 37 67 |
| 8 | Esther Bates | II | 500 | 5 | 3 | ..... | 1 | ..... | 45 05 |
| 9 | Robert Henderson | II | 575 | 10 | 6 | 1 | ..... | ..... | 64 59 |
| 10 | James Amoss | II | 550 | 6 | 2 | ..... | 1 | ..... | 38 80 |
| 11 | Lillian Moorhouse | II | 550 | 8 | 6 | ..... | 1 | ..... | 49 68 |
| 12 | Bessie Waters | II | 500 | 4 | 2 | ..... | 1 | ..... | 37 93 |
| 13 | Bella McColl | II | 500 | 4 | 2 | ..... | 1 | ..... | 35 76 |
| 14 | C. T. Burdick | II | 525 | 3 | 2 | ..... | ..... | 1 | 27 95 |
| 15 | Libbie McLennan | II | 500 | 5 | 3 | ..... | ..... | 1 | 24 62 |
| 16 | Nellie Auckland | II | 575 | 4 | 2 | ..... | ..... | 1 | 28 35 |
| 17 | Margaret McLennan | II | 500 | 5 | 3 | ..... | ..... | 1 | 27 02 |
| 18 | Mary Bucke | II | 475 | 4 | 2 | ..... | ..... | 1 | 27 10 |
| 19 | Mary L. Bailey | II | 400 | 3 | 2 | ..... | ..... | 1 | 22 21 |
| 20 | J. C. McLennan | III | 525 | 7 | 3 | ..... | ..... | 1 | 30 65 |
| 21 | Alice Auckland | II | 500 | 4 | 3 | ..... | ..... | 1 | 26 06 |
| 22 | Clair Saywell | II | 400 | 4 | 2 | ..... | ..... | 1 | 22 28 |
| 23 | Pearle Kestle | II | 450 | 4 | 2 | ..... | ..... | 1 | 24 42 |
| 24 | Irene Isaac | II | 550 | 4 | 3 | ..... | ..... | 1 | 31 18 |
| 25 | D. G. Smith | III | 425 | 3 | 2 | ..... | ..... | 1 | 20 52 |
| 26 | Mary Duncanson | I | 595 | 4 | 2 | ..... | ..... | 1 | 44 23 |
| 27 | Mack G. Graham | II | 550 | 7 | 3 | ..... | ..... | 1 | 41 97 |
| 28 | Clara L. Campbell | II | 600 | 10 | 5 | ..... | 1 | ..... | 47 01 |
| 29 | W. J. Elliott | I | 1,000 | 13 | 10 | 1 | ..... | ..... | 222 54 |
| 30 | Clara Meiklejohn | I | 625 | 10 | 6 | 1 | ..... | ..... | 86 58 |
| 31 | John A. Norton | II | 700 | 12 | 6 | 1 | ..... | ..... | 95 98 |
| 32 | Nina M. Dahl | I | 650 | 22 | 18 | ..... | 1 | ..... | 121 36 |
| 33 | Jas. S. Rowe | II | 725 | 23 | 14 | ..... | 1 | ..... | 136 53 |
| 34 | Thos. J. Hicks | II | 800 | 11 | 7 | ..... | 1 | ..... | 144 63 |
| 35 | P. O. Nelson | II | 650 | 12 | 8 | 1 | ..... | ..... | 81 71 |
| 36 | D. McLennan, B.A. | II | 380 | 3 | 2 | ..... | ..... | 1 | 37 47 |
| 37 | Samantha Chapman | II | 600 | 8 | 3 | ..... | ..... | 1 | 39 02 |
| 38 | Adelaide McGinness | III | 500 | 10 | 5 | ..... | 1 | ..... | 33 22 |
| 39 | Geo. A. Henry | II | 675 | 9 | 4 | 1 | ..... | ..... | 123 68 |

FIFTH

| Inspectorate. | | Name of School. | Post Office. |
|---|---|---|---|
| Hastings, South | 40 | 11 Sidney | Frankford |
| Hastings North, Nipissing South, and Parry Sound, N.E. | 41 | 4 N. Himsworth | Callender |
| Huron, East | 42 | Wroxeter | Wroxeter |
| Huron, West | 43 | Hensall | Hensall |
| | 44 | 5 Stephen | Crediton |
| | 45 | 16 Stephen | Dashwood |
| | 46 | 8 Ashfield | Dungannon |
| | 47 | 3 Ashfield | Kintail |
| | 48 | 13 Ashfield | Belfast |
| | 49 | 15 Ashfield | Lochalsh |
| | 50 | 14 Stanley | Kippen |
| | 51 | 3 W. Wawanosh | St. Helen's |
| | 52 | 4 W. Wawanosh | St. Helen's |
| | 53 | 1 Usborne | Hurondale |
| Kent, East | 54 | 2½ Harwich | Charing Cross |
| | 55 | 13½ Harwich | Rond Eau |
| | 56 | 12 Harwich | New Scotland |
| | 57 | 10 Howard | Selton |
| | 58 | 13 Howard | Thamesville |
| | 59 | 3 Zone | Thamesville |
| | 60 | 2 Orford | Palmyra |
| | 61 | 3 and 4 Orford | Duart |
| | 62 | 13 Chatham | Wallaceburg |
| Kent, West | 63 | 2 Chatham | Chatham |
| | 64 | 9 Chatham | Tupperville |
| | 65 | 2 Dover | Chatham |
| | 66 | 11 Dover | Dover Centre |
| | 67 | U.5 Raleigh | Merlin |
| | 68 | U.6 Raleigh | Chatham |
| | 69 | U.4 Romney | Wheatley |
| Lambton, East | 70 | 5 Euphemia | Florence |
| Lambton, West | 71 | 11 Moore | Brigden |
| | 72 | Courtright | Courtright |
| Lanark, West | 73 | 12 Bathurst | Fallbrook |
| | 74 | 11 Drummond | Balderson |
| Leeds and Grenville No. 3 | 75 | Cardinal | Cardinal |
| Lennox | 76 | 13 Ernesttown | Odessa |
| Lincoln | 77 | U.1 Clinton | Jordan Harbour |
| | 78 | 11 Gainsborough | Wellandport |
| Manitoulin Island and Algoma (in part) | 79 | Webbwood | Webbwood |
| | 80 | Massey | Massey |

CLASSES, 1909-1910.—Continued.

| Teachers. | | | Pupils. | | Grade of Fifth Class. | | | |
|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree. | Professional Certificate. | Annual Salary, 1910. | No. of Pupils. | Average Daily Attendance. | A | B | C | Government Grant. |
| | | $ | | | | | | $ c. |
| 40 John M. Bell | II | 760 | 8 | 3 | 1 | ..... | ..... | 134 35 |
| 41 Mrs. J. E. Hansford | II | 600 | 3 | 2 | ..... | 1 | ..... | 97 10 |
| 42 H. E. Vanvelsor | II | 600 | 8 | 3 | ..... | 1 | ..... | 73 41 |
| 43 William McKay | II | 690 | 10 | 5 | 1 | ..... | ..... | 125 60 |
| 44 Claude K. Bluett | II | 750 | 23 | 17 | 1 | ..... | ..... | 116 30 |
| 45 Geo. W. Shore | II | 700 | 19 | 16 | 1 | ..... | ..... | 89 80 |
| 46 Wm. J. Moffat | II | 600 | 13 | 8 | ..... | 1 | ..... | 40 85 |
| 47 Flora McLeod | II | 520 | 11 | 7 | ..... | ..... | 1 | 31 55 |
| 48 L. C. Cunningham | II | 543 | 3 | 2 | ..... | ..... | 1 | 36 50 |
| 49 Elmer Kennedy | II | 500 | 10 | 4 | ..... | ..... | 1 | 31 40 |
| 50 Wm. H. Johnston | II | 610 | 8 | 3 | ..... | ..... | 1 | 40 10 |
| 51 Edna E. Anderson | II | 500 | 5 | 2 | ..... | ..... | 1 | 27 50 |
| 52 Letitia E. Durnin | I | 525 | 5 | 2 | ..... | ..... | 1 | 35 65 |
| 53 Walter B. Rydall | II | 600 | 6 | 3 | ..... | ..... | 1 | 25 00 |
| 54 Holly O. Martin | I | 525 | 3 | 2 | ..... | ..... | 1 | 42 25 |
| 55 Carrie Noack | II | 550 | 7 | 3 | ..... | ..... | 1 | 37 47 |
| 56 Margaret Bennett | II | 600 | 7 | 2 | ..... | ..... | 1 | 36 90 |
| 57 Arthur Love | II | 575 | 3 | 2 | ..... | ..... | 1 | 26 89 |
| 58 Jas. Newkirk | II | 625 | 4 | 2 | ..... | ..... | 1 | 31 90 |
| 59 Annie S. Dunn | II | 475 | 3 | 2 | ..... | ..... | 1 | 23 49 |
| 60 J. C. Black | II | 650 | 3 | 2 | ..... | ..... | 1 | 61 22 |
| 61 John J. Boland | II | 600 | 8 | 6 | ..... | 1 | ..... | 43 32 |
| 62 Lottie Howe | II | 500 | 7 | 3 | ..... | ..... | 1 | 21 70 |
| 68 Gene Shaw | III | 500 | 3 | 2 | ..... | ..... | 1 | 26 88 |
| 64 Lloyd Bauslaugh | II | 500 | 7 | 2 | ..... | 1 | ..... | 38 57 |
| 65 Minnie Bagnall | II | 550 | 4 | 2 | ..... | ..... | 1 | 27 38 |
| 66 Margaret Hutchinson | I | 500 | 4 | 2 | ..... | ..... | 1 | 39 64 |
| 67 Georgia Abbott | II | 500 | 8 | 5 | ..... | 1 | ..... | 39 04 |
| 68 Edna Graham | I | 600 | 4 | 2 | ..... | ..... | 1 | 25 82 |
| 69 Jas. E. Schlichter | II | 600 | 9 | 7 | 1 | ..... | ..... | 71 47 |
| 70 Burton Mitchell | I | 525 | 10 | 7 | 1 | ..... | ..... | 51 05 |
| 71 Wm. E. Jarrott | II | 700 | 8 | 5 | ..... | 1 | ..... | 83 27 |
| 72 A. W. Kelly | II | 600 | 14 | 11 | ..... | 1 | ..... | 90 87 |
| 73 Mrs. E. J. Foley | II | 450 | 7 | 5 | ..... | 1 | ..... | 38 58 |
| 74 Miss A. McGarry | II | 400 | 7 | 5 | ..... | 1 | ..... | 29 78 |
| 75 Duncan McKenzie | II | 800 | 14 | 10 | 1 | ..... | ..... | 156 75 |
| 76 Dorothy Wilson | II | 700 | 28 | 22 | 1 | ..... | ..... | 116 22 |
| 77 Harvey Gayman | II | 650 | 7 | 3 | 1 | ..... | ..... | 79 15 |
| 78 Frank Mittlefehldt | II | 600 | 4 | 3 | ..... | ..... | 1 | 29 76 |
| 79 D. G. Currie | I | 800 | 6 | 4 | 1 | ..... | ..... | 324 54 |
| 80 R. A. A. McConnell | II | 950 | 14 | 11 | 1 | ..... | ..... | 441 54 |

| Inspectorate. | | Name of School. | Post Office. |
|---|---|---|---|
| Middlesex, East | 81 | 2 Delaware | Delaware |
| | 82 | 4 Dorchester | Dorchester Station |
| | 83 | 9 and 14 Dorchester | Avon |
| | 84 | 5 Westminster | Byron |
| | 85 | 26 London | Devizes |
| | 86 | 5 Biddulph | Granton |
| Middlesex, West | 87 | 15 Caradoc | Mount Brydges |
| | 88 | 10 Lobo | Poplar Hill |
| Norfolk | 89 | Delhi | Delhi |
| | 90 | 2 Middleton | Courtland |
| | 91 | 15 N. Walsingham | Wyecombe |
| Northumberland and Durham, West (No. 1) | 92 | 11 Darlington | Hampton |
| | 93 | 20 Darlington | Solina |
| Ontario, South | 94 | 4 W. Pickering | Pickering |
| | 95 | 4 Whitby | Myrtle |
| Oxford, North | 96 | Embro | Embro |
| | 97 | 11 Blenheim | Drumbo |
| | 98 | U.5 and 1 East Nissouri and N. Oxford | Thamesford |
| | 99 | 10 E. Zorra | Innerkip |
| Oxford, South | 100 | 5 Dereham | Mount Elgin |
| | 101 | 12 Dereham | Brownsville |
| | 102 | 3 N. Norwich | Burgessville |
| Parry Sound, South | 103 | South River | South River |
| Peel | 104 | 15 Caledon | Alton |
| Perth, North | 105 | Milverton | Milverton |
| Perth, South | 106 | U.10 S. Easthope | Shakespeare |
| | 107 | 4 Fullarton | Carlingford |
| | 108 | 1 Fullarton | Motherwell |
| | 109 | 5 Fullarton | Russeldale |
| Peterborough, East | 110 | 4 Otonabee | Keene |
| Prescott and Russell | 111 | 5 Cumberland | Cumberland |
| Prince Edward | 112 | 11 Ameliasburgh | Mountain View |
| Rainy River | 113 | Rainy River | Rainy River |
| Renfrew, North | 114 | 2 Westmeath | Westmeath |
| | 115 | 7 Westmeath | Beachburg |
| Renfrew, South | 116 | Eganville | Eganville |
| Simcoe, North | 117 | 6 Flos | Phelpston |

CLASSES, 1909-1910.—Continued.

| Teachers. | | | Pupils. | | Grade of Fifth Class. | | | |
|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree. | Professional Certificate. | Annual Salary, 1910. | No. of Pupils. | Average Daily Attendance. | A | B | C | Government Grant. |
| | | $ | | | | | | $ c. |
| 81 Joel E. Day | II | 550 | 5 | 3 | ..... | 1 | ..... | 37 53 |
| 82 George Garrett | II | 629 | 7 | 3 | ..... | 1 | ..... | 45 41 |
| 83 James W. Hogarth | II | 550 | 5 | 3 | ..... | 1 | ..... | 40 58 |
| 84 Allison M. Cameron | II | 500 | 4 | 2 | ..... | 1 | ..... | 35 78 |
| 85 Florence Kennedy | II | 475 | 3 | 2 | ..... | ..... | 1 | 19 97 |
| 86 Lillian Langford | III | 486 | 3 | 2 | ..... | ..... | 1 | 19 44 |
| 87 Sara Brodie | II | 475 | 7 | 3 | ..... | 1 | ..... | 32 23 |
| 88 John K. Campbell | II | 550 | 5 | 4 | ..... | ..... | 1 | 27 79 |
| 89 John F. Baugh | II | 700 | 17 | 10 | 1 | ..... | ..... | 130 60 |
| 90 C. C. E. Thomson | II | 675 | 4 | 2 | ..... | ..... | 1 | 43 52 |
| 91 Miss M. A. Thompson | II | 500 | 4 | 2 | ..... | ..... | 1 | 24 13 |
| 92 F. J. Groat | II | 510 | 4 | 3 | ..... | 1 | ..... | 45 24 |
| 93 R. J. McKessock | II | 510 | 6 | 3 | ..... | ..... | 1 | 33 25 |
| 94 Alf. G. Green | II | 700 | 14 | 13 | 1 | ..... | ..... | 94 32 |
| 95 Maude Cassin | II | 575 | 4 | 3 | ..... | ..... | 1 | 28 84 |
| 96 Henry E. Fair | II | 840 | 14 | 10 | 1 | ..... | ..... | 161 37 |
| 97 Bessie R. Hull | I | 775 | 25 | 20 | 1 | ..... | ..... | 134 32 |
| 98 John A. McDonald | I | 800 | 9 | 6 | 1 | ..... | ..... | 137 23 |
| 99 John H. Burkholder | II | 700 | 9 | 5 | 1 | ..... | ..... | 110 79 |
| 100 Annie M. McIntosh | I | 600 | 10 | 5 | 1 | ..... | ..... | 79 63 |
| 101 Herbert C. Branion | II | 650 | 6 | 4 | ..... | 1 | ..... | 70 34 |
| 102 Philip H. Hendershot | II | 650 | 10 | 5 | ..... | 1 | ..... | 60 02 |
| 103 Wm. Burkholder | II | 690 | 7 | 4 | 1 | ..... | ..... | 280 28 |
| 104 Adam Clark Wilson | II | 600 | 10 | 8 | ..... | 1 | ..... | 57 12 |
| 105 Wm. H. Sharp | II | 750 | 8 | 5 | 1 | ..... | ..... | 125 27 |
| 106 Amy McKowan | II | 600 | 12 | 7 | ..... | 1 | ..... | 38 70 |
| 107 Norman James | II | 550 | 5 | 4 | ..... | 1 | ..... | 34 05 |
| 108 William Brown | II | 650 | 4 | 2 | ..... | ..... | 1 | 43 89 |
| 109 Hugh Kirk | II | 600 | 4 | 3 | ..... | ..... | 1 | 30 78 |
| 110 Sidney A. Smithson | II | 600 | 7 | 3 | ..... | ..... | 1 | 32 23 |
| 111 Jennie C. Hunter | II | 525 | 3 | 2 | ..... | 1 | ..... | 41 27 |
| 112 J. M. Root | II | 725 | 8 | 7 | ..... | ..... | 1 | 69 84 |
| 113 E. O. Awde | I | 1,200 | 12 | 8 | 1 | ..... | ..... | 459 50 |
| 114 Elmas W. Ward | II | 700 | 19 | 13 | 1 | ..... | ..... | 88 77 |
| 115 Emma Fraser | II | 700 | 10 | 5 | ..... | 1 | ..... | 52 52 |
| 116 Duncan R. Harrison | II | 700 | 31 | 26 | 1 | ..... | ..... | 145 20 |
| 117 J. H. Hall | II | 525 | 5 | 4 | ..... | ..... | 1 | 26 53 |

| Inspectorate. | | Name of School. | Post Office. |
|---|---|---|---|
| Simcoe, South-West | 118 | 7 Essa | Ivy |
| | 119 | 3 Sunnidale | Brentwood |
| | 120 | 5 Tossorontio | Lisle |
| Simcoe, East | 121 | 12 Tay | Waubaushene |
| | 122 | 13 Tay | Victoria Harbour |
| | 123 | 13 Oro | Hawkestone |
| Stormont | 124 | 19 Osnabruck | Newington |
| Thunder Bay and West Nipissing | 125 | 1 Schreiber | Schreiber |
| | 126 | Sturgeon Falls | Sturgeon Falls |
| Victoria, West | 127 | 1 Bexley | Coboconk |
| Victoria, E., and Peterborough, W. | 128 | Bobcaygeon | Bobcaygeon |
| Waterloo, No. 1 | 129 | Hespeler | Hespeler |
| Welland | 130 | Port Colborne | Port Colborne |
| | 131 | Fort Erie | Fort Erie |
| Wellington, North | 132 | Clifford | Clifford |
| | 133 | 2 Peel | Glenallan |
| Wellington, South | 134 | 2 Eramosa | Eramosa |
| | 135 | 9 Eramosa | Rockwood |
| | 136 | 6 Erin | Hillsburg |
| | 137 | 6 W. Garafraxa | Craigsholme |
| | 138 | 7 W. Garafraxa | Belwood |
| Wentworth | 139 | 11 Ancaster | Carluke |
| | 140 | 3 Barton | Hamilton |
| | 141 | 4 Beverly | Lynden |
| | 142 | 5 Beverly | Troy |
| | 143 | 9 Beverly | Sheffield |
| | 144 | 7 Flamboro', West | Millgrove |
| | 145 | 9 Flamboro', West | Strabane |
| | 146 | 1 Saltfleet | Winona |
| | 147 | 3 Saltfleet | Stony Creek |
| | 148 | 4 Saltfleet | Hamilton |
| York, North | 149 | 2 King | King |
| | 150 | 15 King | Lloydtown |
| | 151 | 19 King | Nobleton |
| | 152 | 6 Vaughan | Maple |
| | 153 | 17 Vaughan | Kleinburg |
| | 154 | 4 King | Strange |
| | 155 | 23 King | King |
| | 156 | 12 Whitchurch | Bethesda |

CLASSES, 1909-1910.—Continued

| Teachers. | | | Pupils. | | Grade of Fifth Class. | | | |
|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree. | Professional Certificate. | Annual Salary, 1910. | No. of Pupils. | Average Daily Attendance. | A | B | C | Government Grant. |
| | | $ | | | | | | $ c. |
| 118 Olive E. Morrison | I | 600 | 9 | 6 | 1 | ..... | ..... | 71 05 |
| 119 Donald R. Fletcher | II | 620 | 6 | 4 | ..... | ..... | 1 | 27 67 |
| 120 George Wilson | II | 625 | 10 | 7 | ..... | ..... | 1 | 39 48 |
| 121 Milton Ames | II | 750 | 7 | 4 | 1 | ..... | ..... | 109 43 |
| 122 J. A. Gillespie | II | 700 | 8 | 4 | 1 | ..... | ..... | 91 60 |
| 123 Ann Felts | II | 500 | 5 | 3 | ..... | 1 | ..... | 38 19 |
| 124 Amanda Donaldson | II | 550 | 4 | 3 | ..... | 1 | ..... | 38 56 |
| 125 Geo. A. Evans | III | 900 | 12 | 9 | 1 | ..... | ..... | 281 82 |
| 126 J. F. McCosh | I | 900 | 6 | 4 | 1 | ..... | ..... | 344 00 |
| 127 T. C. Birchard | II | 600 | 3 | 2 | ..... | 1 | ..... | 48 48 |
| 128 John M. Simpson | II | 700 | 17 | 13 | ..... | ..... | 1 | 103 70 |
| 129 J. D. Ramsay | II | 1,200 | 11 | 7 | 1 | ..... | ..... | 214 32 |
| 130 William L. Bowden | I | 850 | 14 | 12 | 1 | ..... | ..... | 174 23 |
| 131 Wilfred R. Ellison | II | 700 | 6 | 3 | ..... | 1 | ..... | 96 36 |
| 132 Donald Mackenzie | II | 675 | 6 | 5 | 1 | ..... | ..... | 125 94 |
| 133 Annie Augustine | I | 625 | 8 | 4 | ..... | 1 | ..... | 51 57 |
| 134 Jas. S. Wilson | III | 600 | 9 | 7 | ..... | ..... | 1 | 32 31 |
| 135 J. A. F. Johns | II | 600 | 6 | 2 | ..... | 1 | ..... | 48 25 |
| 136 Margaret Semple | II | 500 | 5 | 3 | ..... | 1 | ..... | 31 14 |
| 137 Eliz. Simpson | II | 450 | 5 | 3 | ..... | ..... | 1 | 24 92 |
| 138 Kathleen McKee | II | 700 | 10 | 6 | ..... | 1 | ..... | 88 20 |
| 139 George N. Clark | II | 600 | 9 | 6 | 1 | ..... | ..... | 74 05 |
| 140 Edith Dunlop | II | 490 | 5 | 3 | ..... | 1 | ..... | 49 65 |
| 141 Samuel J. Atkin | II | 565 | 4 | 2 | ..... | 1 | ..... | 36 97 |
| 142 John Hay | II | 600 | 5 | 3 | 1 | ..... | ..... | 62 10 |
| 143 N. B. Johnston | II | 600 | 11 | 6 | ..... | ..... | 1 | 35 27 |
| 144 James E. Stewart | II | 800 | 5 | 4 | ..... | 1 | ..... | 84 24 |
| 145 Leslie, J. Colling | II | 600 | 10 | 7 | ..... | ..... | 1 | 34 62 |
| 146 John Hicks | II | 650 | 9 | 4 | ..... | 1 | ..... | 51 15 |
| 147 Ethel B. Walker | I | 600 | 15 | 9 | 1 | ..... | ..... | 69 97 |
| 148 Clara Davis | II | 500 | 5 | 4 | ..... | ..... | 1 | 26 31 |
| 149 Robt. Ingram | II | 550 | 5 | 2 | ..... | 1 | ..... | 48 97 |
| 150 Cora L. Metcalfe | II | 650 | 6 | 3 | ..... | 1 | ..... | 50 06 |
| 151 Walter S. Jenkins | I | 500 | 6 | 3 | ..... | 1 | ..... | 53 84 |
| 152 Cyrus M. Rowe | II | 600 | 6 | 4 | ..... | 1 | ..... | 46 89 |
| 153 David W. Evans | II | 600 | 8 | 3 | ..... | 1 | ..... | 44 52 |
| 154 Minnie T. Chambers | II | 500 | 5 | 2 | ..... | ..... | 1 | 29 70 |
| 155 Walter Rolling | II | 550 | 4 | 2 | ..... | ..... | 1 | 30 72 |
| 156 Isaac Pike | II | 500 | 7 | 4 | ..... | ..... | 1 | 25 83 |

| Inspectorate. | | Name of School. | Post Office. |
|---|---|---|---|
| R. C. Separate Schools | 157 | Tilbury | Tilbury |
| | 158 | Wallaceburg | Wallaceburg |
| | 159 | 5 Raleigh | Doyles |
| | 160 | 7 Sandwich, South | Mainstone |
| | 161 | 2 Ashfield | Kingsbridge |
| | 162 | 6 Stephen | Mount Carmel |
| | 163 | Tweed | Tweed |
| | 164 | Chesterville | Chesterville |
| | 165 | 16 Cornwall | St. Andrew's |
| | 166 | 7 Bromley | Douglas |
| | 167 | Mattawa | Mattawa |
| Totals | | | |

CLASSES, 1909-1910.—Concluded

| | Name of Principal and Degree. | Teachers. Professional Certificate. | Teachers. Annual Salary, 1910. | Pupils. No. of Pupils. | Pupils. Average Daily Attendance. | Grade of Fifth Class. A | Grade of Fifth Class. B | Grade of Fifth Class. C | Government Grant. |
|---|---|---|---|---|---|---|---|---|---|
| | | | $ | | | | | | $ c |
| 157 | Rev. Mother Catharine | II | 300 | 13 | 11 | 1 | ..... | ..... | 50 68 |
| 158 | Margaret Williams | II | 440 | 13 | 9 | 1 | ..... | ..... | 62 03 |
| 159 | Eileen Causgrove | II | 420 | 4 | 2 | ..... | ..... | 1 | 36 80 |
| 160 | Nellie Moynahan | II | 500 | 6 | 4 | ..... | ..... | 1 | 28 04 |
| 161 | Alice O'Leary | II | 500 | 7 | 3 | 1 | ..... | ..... | 72 85 |
| 162 | Josephine Murray | II | 500 | 3 | 2 | ..... | 1 | ..... | 39 23 |
| 163 | Susie McDonnell | II | 500 | 7 | 4 | ..... | 1 | ..... | 46 42 |
| 164 | Sr. M. F. Xaviers | II | 500 | 7 | 6 | 1 | ..... | ..... | 69 87 |
| 165 | Sr. St. George | II | 400 | 13 | 11 | 1 | ..... | ..... | 51 83 |
| 166 | Kate Powers | III | 350 | 9 | 6 | 1 | ..... | ..... | 48 62 |
| 167 | D. H. Coleman | II | 700 | 7 | 3 | 1 | ..... | ..... | 277 12 |
| | ..... | ..... | *597 | 1,329 | 847 | 49 | 53 | 65 | †11,773 53 |

* Average Salary.

† In addition there was paid on equipment, etc., the sum of $811.16 to schools that could not qualify as Fifth Classes for 1909-1910.

## APPENDIX E—RURAL SCHOOL LIBRARIES

Legislative aid was granted as a percentage of the value of all library books approved by the Inspector and purchased between October 1st, 1909, and October 1st, 1910, provided no school received more than $10.00 and no purchase was less than $10.00.

| Inspectorate. | Number of schools purchasing books to the amount of $10.00 during the year. | Total amount expended in such schools during the year for books recommended. | Total Government grant. | Number of rural public school libraries in inspectorate. | Number of libraries established during year. |
|---|---|---|---|---|---|
| | | $ c. | $ c. | | |
| Algoma | 13 | 193 04 | 68 50 | 25 | 7 |
| Brant | 14 | 209 44 | 74 31 | 61 | ..... |
| Bruce, East | 19 | 392 47 | 135 74 | 34 | 7 |
| Bruce, West | 20 | 237 55 | 84 28 | 62 | 2 |
| Carleton, East | 10 | 209 67 | 71 82 | 60 | 6 |
| Carleton, West, and Lanark, East | 8 | 132 42 | 39 91 | 47 | 3 |
| Dufferin | 10 | 165 60 | 52 98 | 55 | 10 |
| Dundas | 28 | 507 97 | 175 00 | 75 | ..... |
| Elgin East | 71 | 836 44 | 296 55 | 79 | ..... |
| Elgin, West | 10 | 135 45 | 48 05 | 26 | ..... |
| Essex, North, No. 1 | 5 | 59 00 | 20 94 | 26 | ..... |
| Essex, South, No. 2 | 16 | 202 00 | 71 69 | 80 | 2 |
| Frontenac, South | 5 | 68 00 | 24 13 | 85 | 2 |
| Frontenac, North, and Addington | 2 | 25 55 | 9 06 | 49 | 2 |
| Glengarry | 3 | 52 00 | 17 81 | 30 | 2 |
| Grey, East | 6 | 80 64 | 28 62 | 56 | 2 |
| Grey, West | 25 | 366 43 | 128 66 | 70 | 8 |
| Grey, South | 22 | 276 44 | 98 08 | 68 | 1 |
| Haldimand | 34 | 458 83 | 161 40 | 68 | 2 |
| Haliburton, Parry Sound East, and Muskoka East | 7 | 108 26 | 38 36 | 92 | 2 |
| Halton | 5 | 60 00 | 21 30 | 36 | 1 |
| Hastings, Centre | 29 | 504 08 | 175 67 | 73 | 6 |
| Hastings, South | 19 | 290 01 | 102 88 | 42 | 11 |
| Hastings North, Nipissing South, and Parry Sound North-East | 15 | 216 51 | 69 08 | 80 | 1 |
| Huron, East | 39 | 544 73 | 193 05 | 63 | 29 |
| Huron, West | 8 | 109 00 | 38 69 | 105 | 1 |
| Kent, East | 18 | 300 98 | 101 17 | 60 | 3 |
| Kent, West | 8 | 107 02 | 38 15 | 65 | ..... |
| Lambton, East, No. 2 | 10 | 126 99 | 45 05 | 69 | 8 |
| Lambton, West, No. 1 | 15 | 223 44 | 79 28 | 68 | 6 |
| Lanark, West | 7 | 82 05 | 29 11 | 26 | 2 |
| Leeds and Grenville, No. 1 | 11 | 154 00 | 54 67 | 80 | 2 |
| Leeds and Grenville, No. 2 | 24 | 258 52 | 91 75 | 76 | ..... |
| Leeds and Grenville, No. 3 | 3 | 33 99 | 12 06 | 65 | ..... |
| Lennox | 3 | 53 15 | 18 86 | 61 | 3 |
| Lincoln and Pelham Tp | 16 | 287 56 | 87 64 | 64 | 2 |
| Middlesex, East | 25 | 291 03 | 103 22 | 91 | 10 |
| Middlesex, West | 20 | 264 16 | 93 71 | 60 | 3 |
| Muskoka, West | 6 | 102 25 | 36 28 | 63 | 2 |
| Nipissing, North | 12 | 208 66 | 74 01 | 17 | 8 |
| Norfolk | 27 | 346 81 | 123 02 | 98 | 3 |
| Northumberland and Durham, Centre, No. 2 | 11 | 177 79 | 60 74 | 48 | 5 |
| Northumberland and Durham, E., No. 3 | 17 | 377 05 | 116 35 | 37 | 11 |
| Northumberland and Durham, W., No. 1 | 20 | 250 00 | 88 74 | 58 | 2 |
| Ontario, North | 11 | 121 21 | 43 00 | 58 | ..... |
| Ontario, South | 12 | 144 55 | 51 29 | 52 | 1 |
| Oxford, North | 10 | 202 27 | 63 34 | 36 | 3 |
| Oxford, South | 4 | 106 09 | 30 29 | 32 | 1 |

## RURAL SCHOOL LIBRARIES, 1909-10—Concluded

| Inspectorate. | Number of schools purchasing books to the amount of $10.00 during the year. | Total amount expended in such schools during the year for books recommended. | Total Government grant. | Number of rural public school libraries in inspectorate. | Number of libraries established during year. |
|---|---|---|---|---|---|
| | | $ c. | $ c. | | |
| Parry Sound, South | 10 | 176 66 | 59 45 | 57 | 7 |
| Peel | 10 | 118 97 | 42 20 | 71 | ..... |
| Perth, North | 6 | 82 60 | 29 31 | 59 | 1 |
| Perth, South | 2 | 21 79 | 7 73 | 37 | ..... |
| Peterborough, East | 29 | 351 15 | 122 67 | 71 | 2 |
| Peterborough, West, and Victoria, East | 1 | 10 00 | 3 55 | 36 | ..... |
| Prescott and Russell | 6 | 77 64 | 27 54 | 49 | ..... |
| Prince Edward | 1 | 10 00 | 3 55 | 68 | ..... |
| Rainy River | 4 | 52 00 | 18 46 | 22 | ..... |
| Renfrew, North | 5 | 93 64 | 33 23 | 28 | 4 |
| Renfrew, South | 30 | 677 86 | 206 00 | 37 | 26 |
| Simcoe, North | 22 | 344 89 | 121 71 | 54 | 6 |
| Simcoe, South-West | 5 | 61 90 | 21 95 | 45 | ..... |
| Simcoe, East | 7 | 212 24 | 50 72 | 47 | 2 |
| Stormont | 26 | 390 50 | 137 19 | 42 | 22 |
| Thunder Bay, West Nipissing, and West Parry Sound | ..... | ..... | ..... | 14 | ..... |
| Victoria, West | 18 | 217 24 | 77 08 | 67 | 6 |
| Waterloo, No. 1 | 12 | 202 05 | 65 25 | 26 | 3 |
| Waterloo, No. 2 | 9 | 136 96 | 48 61 | 28 | 3 |
| Welland | 14 | 164 53 | 58 38 | 22 | 7 |
| Wellington, North | 8 | 136 49 | 48 43 | 31 | 4 |
| Wellington, South | 19 | 242 23 | 85 95 | 50 | 4 |
| Wentworth | 48 | 1,206 00 | 379 01 | 72 | ..... |
| York, North | 23 | 269 50 | 95 65 | 68 | 7 |
| York, South | 21 | 321 31 | 109 56 | 50 | 5 |
| R. C. Separate Schools— | | | | | |
| Inspector Chenay | 3 | 46 50 | 30 00 | 17 | 1 |
| Inspector Jones | 2 | 22 40 | 20 00 | 8 | 2 |
| Inspector O'Brien | 6 | 139 75 | 60 00 | 28 | 4 |
| Inspector Power | 5 | 58 20 | 50 00 | 13 | ..... |
| Inspector Sullivan | 11 | 135 26 | 110 00 | 36 | 8 |
| Totals, 1909-10 | 1,096 | 16,641 36 | 5,811 47 | 4,084 | 306 |
| Totals, 1908-9 | 1,002 | 15,633 52 | 5,974 03 | 3,735 | 346 |
| Increases | 94 | 1,007 84 | ..... | 349 | ..... |
| Decreases | ..... | ..... | 162 56 | ..... | 40 |

## APPENDIX F—FREE TEXT BOOKS IN RURAL SCHOOLS, 1910

| Inspectorate. | Number of schools. | Total amount expended for text books. | Total amount of Legislative aid. |
|---|---|---|---|
| | | $ c. | $ c. |
| Hastings, South | 1 school | 40 85 | 20 42 |
| Rainy River | 2 schools | 15 00 | 7 50 |
| Totals, 1910 | 3 schools | 55 85 | 27 92 |
| Totals, 1909 | 11 schools | 43 08 | 21 54 |
| Increases | ..... | 12 77 | 6 38 |
| Decrease | 8 schools | ..... | ..... |

# APPENDIX G—PROCEEDINGS FOR THE YEAR 1910

## I. REGULATIONS AND CIRCULARS

### DEPARTMENTAL TEXT-BOOK REGULATIONS

### Text-Books Authorized for Use in Public, High, and Continuation Schools and Collegiate Institutes.

(Circular No. 14).

1. The text-books named in Schedule A below shall be the authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of Continuation and High Schools and Collegiate Institutes, as follows: In both schedules, the text-books newly authorized in 1908, 1909 and 1910 are authorized for use in any School and the limit of their authorization is specified in italics within brackets after each name; and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1911 and to the Schools in which they were in use before July, 1910, and to the editions then authorized.

2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

(2) Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.

3. For the High School Upper School, for Technical Courses, and, until the midsummer vacation of 1911, for more advanced work than the First Year Course in the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used, which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

4.—(1) The editions of text-books in Schedule D below, which were used in any school during the year ending the first of July, 1910, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in August or September, 1910, as the case may be, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next August or September, as the case may be, the text-books newly authorized in 1908, 1909, and 1910.

**Note.—Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in *all* or in *any* of the classes of a School, as the programme of studies may require.**

Principals who desire to retain any of the aforesaid text-books for the sake of classes that already possess them, are hereby warned:

1. That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 4 (1) above, and

2. That the resolutions passed in 1909 and earlier on this subject will not be valid for the School year of 1910-1911 and must be passed again.

5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.

6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education and as may be determined by the Board of School Trustees.

## SCHEDULE A

### Public Schools.

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. (*Authorized until the midsummer vacation of 1917*).$0.10

Ontario School Geography. Educational Book Company of Toronto, Ltd. (*Authorized until the midsummer vacation of 1920*) ..... .65

Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized until the midsummer vacation of 1917*) ..... .10

Ontario Public School History of England. Morang Educational Co., Ltd. (*Authorized until the midsummer vacation of 1917*) ..... .25

Ontario Public School History of Canada. Morang Educational Co., Ltd. (*Authorized until the midsummer vacation of 1917*) ..... .25

Ontario Public School Hygiene. Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1917*)..... .20

Ontario Public School Speller. Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1916*)..... .15

Ontario Public School Composition. Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1917*)..... .15

Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. (*Authorized until the midsummer vacation of 1915*) each..... .02

Ontario Writing Course. E. H. Harcourt Co., Ltd. (*Authorized until the midsummer vacation of 1915.*) (See Note 1) .05

Ontario Blank Copy Books. E. H. Harcourt Co., Ltd. (*Authorized until the midsummer vacation of 1915*) ..... .02

Ontario Blank Drawing Book, No. 1. W. J. Gage & Co., Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 3) ..... .05

Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 4) ..... .30

Ontario Readers.—*New Series.* The T. Eaton Co., Ltd.: (*Authorized until the midsummer vacation of 1919*).

Primer..... .04

First Book ..... .06

Second Book ..... .09
Third Book ..... .14
Fourth Book ..... .16

English-French Readers. Copp, Clark Co., Ltd.:

First Reader, Part I. ..... .10
First Reader, Part II. ..... .15
Second Reader ..... .25
Third Reader ..... .35

NOTE 1.—The Ontario Writing Course contains headlines and is a pupil's manual of exercises for securing freedom and control of movement, as well as accuracy of form. It is designed to be used in connection with the Ontario Blank Copy Books, which have no headlines. The manual may be purchased by the pupils or, better, purchased for their use by Boards of School Trustees as part of the school equipment.

NOTE 2.—No text-books are prescribed for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, and suitable reference books provided in the library by the Board of School Trustees.

NOTE 3.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 4.—The following are authorized for use in connection with the Ontario School Book-keeping:

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers. 20c. for both, or 12c. and 8c. respectively. Educational Book Company of Toronto, Limited.

English-German Readers:

Ahn's First German Book ..... $0.25
Ahn's Second German Book ..... .45
Ahn's Third German Book ..... .45
Ahn's Fourth German Book ..... .50
Ahn's First German Reader ..... .50

## SCHEDULE B

CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

*English:*

The Principles and Practice of Oral Reading. Canada Publishing Co., Ltd. ..... $0.50
High School English Grammar. Canada Publishing Co., Ltd.. .75
High School English Composition. Canada Publishing Co., Ltd. ..... .50
Elementary English Composition (Sykes). Copp, Clark Co., Ltd. ..... .40
High School Composition from Models. Copp, Clark Co., Ltd. ..... .75

*History and Geography:*

Ontario High School Physical Geography. Morang Educational Company, Ltd. (*Authorized until the midsummer vacation of 1916*) ..... .60
Ontario School Geography. Educational Book Company of Toronto, Ltd. (*Authorized until the midsummer vacation of 1920*) ..... .65

Ontario High School Ancient History. Morang Educational Company, Ltd. (*Authorized until the midsummer vacation of 1916*) ..... .75
High School History of England and Canada. The Copp, Clark Co., Ltd. ..... .65
History of Dominion of Canada (Clement). The Copp, Clark Co., Ltd., and Methodist Book and Publishing House ..... .50
Wrong's, The British Nation. Morang Educational Company, Ltd. ..... 1.00

*Mathematics:*

Ontario High School Arithmetic.—*New Edition.* The Hunter-Rose Company, Ltd. (*Authorized until the midsummer vacation of 1916*) ..... .40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. (*Authorized until the midsummer vacation of 1915*) ..... .50
Ontario High School Geometry. The Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1917.*) (See Note 4) ..... .40

*Classics:*

Ontario High School Latin Book (Latin Lessons for Beginners). Educational Book Company of Toronto, Ltd. (*Authorized until the midsummer vacation of 1915*) ..... .60
White's First Greek Book. Supplied by The Copp, Clark Co., Ltd. (*Authorized until further notice*) ..... 1.25

*Moderns:*

High School French Grammar and Reader. The Copp, Clark Co., Ltd. ..... 1.00
High School German Grammar.—*New Edition.* The Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1916*) ..... .70

*Science:*

High School Physical Science, Part I. The Copp, Clark Co., Ltd. ..... .50
High School Physical Science, Part II. The Copp, Clark Co., Ltd. ..... .75
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. (*Both the Chemistry and the Laboratory Manual are authorized until the midsummer vacation of 1916.*) (See Note 1) ..... .20

*Book-keeping and Drawing:*

| | |
|---|---|
| Ontario School Book-keeping. Educational Book Company, of Toronto, Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 5) | .30 |
| Ontario Blank Drawing Book, No. 2. W. J. Gage & Co., Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 2) | .05 |

NOTE 1.—(*a*) The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy it.

(*b*) The High School Botany, Part II, is no longer authorized as a text-book. The Boards of Trustees shall provide in the School Library a supply of it, or of other Floras, sufficient for class use by the pupils, who shall not be required to buy them.

(*c*) The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

NOTE 2.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 3.—Text-books are no longer authorized in Agriculture or Household Science. These subjects shall be taken up under the teacher, in accordance with the course of study, with suitable reference books provided in the school library by Boards of Trustees.

NOTE 4.—A text-book in Elementary Plane Geometry is no longer authorized. The work shall be taken up by the teacher in accordance with the course of study, with reference books in the School Library provided by Boards of Trustees.

NOTE 5.—The following are authorized for use in connection with the Ontario School Book-keeping:

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers, 20c. for both, or 12c. and 8c. respectively.

## SCHEDULE C

### SPECIAL PRICES OF BOOKS NOW AUTHORIZED.

### I. PUBLIC SCHOOLS.

(1) The publisher shall sell *direct,* in any quantity, to any purchaser for use in Ontario, the following, at 20% less than the maximum prices of Schedules A and B, the prices being net, and for single copies being as follows:

| | | |
|---|---|---|
| Ontario Readers.—*New Series.* | Primer | $0.04 |
| | First Book | .05 |
| | Second Book | .08 |
| | Third Book | .12 |
| | Fourth Book | .13 |
| Ontario School Speller | | .12 |
| Ontario Copy Books, five numbers, each | | .02 |
| Ontario Public School Arithmetic | | .08 |
| Ontario School Geography | | .52 |
| Ontario Public School Grammar | | .08 |
| Ontario Public School Composition | | .12 |
| Ontario Public School History of England | | .20 |
| Ontario Public School History of Canada | | .20 |
| Ontario Public School Hygiene | | .16 |
| Ontario School Book-keeping | | .24 |

| | |
|---|---|
| Ontario Writing Course | .04 |
| Ontario Blank Copy Books | .02 |

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

II. CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The publishers shall sell *direct*, in any quantity, to any purchaser for use in Ontario, the following at 20% less than the maximum prices in Schedules A and B, the prices being net, and for single copies being as follows:

| | |
|---|---|
| Ontario High School Physical Geography | $0.48 |
| Ontario High School Ancient History | .60 |
| Ontario High School Arithmetic.—*New Edition* | .32 |
| Ontario School Book-keeping | .24 |
| Ontario High School Chemistry | .32 |
| Ontario High School Laboratory Manual in Chemistry | .16 |
| Hall and Knight's Junior Algebra | .40 |
| Ontario High School Latin Book (Robertson and Carruthers' Latin Lessons for Beginners) | .48 |
| High School German Grammar.—*New Edition* | .56 |
| Ontario School Geography | .52 |
| Ontario High School Geometry | .32 |
| Ontario Blank Drawing Book, No. 2 | .04 |

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

## SCHEDULE D

### TEXT-BOOKS NO LONGER AUTHORIZED.

The following text-books, which have hitherto been on the authorized list, are no longer authorized, except as provided by Regulation 4 (1) above:

I. PUBLIC SCHOOLS

| | |
|---|---|
| A Modern Phonic Primer, Part I | $0.10 |
| A Modern Phonic Primer, Part II | .15 |
| The Public School Phonic Reader, Part I | .10 |
| The Public School Phonic Primer, Part II | .15 |
| Public School Drawing Course, each number | .05 |
| Public School Copy Books, each number | .07 |
| Public School Writing Course | .07 |
| Practical Speller | .25 |
| Public School Book-keeping | .25 |
| Public School Agriculture | .30 |
| Public School Domestic Science | .50 |
| Public School Arithmetic | .25 |
| Public School Algebra and Euclid | .25 |
| Public School Geography | .75 |
| Morang's Modern Geography | .75 |

| | |
|---|---|
| Our Home and Its Surroundings | .40 |
| Rose's Public School Geography | .75 |
| Public School Grammar | .25 |
| Morang's Modern English Grammar | .25 |
| Public School History of England and Canada | .30 |
| History of Dominion of Canada | .50 |
| Duncan's History of the Canadian People | .50 |
| Weaver's Canadian History | .50 |
| Public School Physiology and Temperance | .25 |

II. Continuation and High Schools and Collegiate Institutes.

*English:*

| | |
|---|---|
| High School Reader | $0.50 |

*History and Geography:*

| | |
|---|---|
| High School Geography, Chase | 1.00 |
| Myers' Ancient History, Greece and Rome, Canadian Edition | .75 |
| Botsford's Ancient History for Beginners | 1.00 |
| Morang's Modern Geography | .75 |

*Mathematics:*

| | |
|---|---|
| High School Arithmetic.—*Old Edition* | .60 |
| Arithmetic for High Schools (DeLury) | .60 |
| High School Algebra | .75 |
| Elements of Algebra (McLellan) | .75 |
| High School Euclid, by J. S. McKay *or* A. C. McKay and R. A. Thompson (Books I, II, III, 50 cents) | .75 |
| Elementary Plane Geometry (Baker) | .50 |
| Geometry for Schools, Theoretical (Baker) | .75 |

*Classics:*

| | |
|---|---|
| First Latin Book and Reader | 1.00 |
| Primary Latin Book and Reader | 1.00 |
| Hagarty's Latin Grammar | 1.00 |
| High School Beginner's Greek Book | 1.50 |

*Moderns:*

| | |
|---|---|
| High School German Grammar and Reader.—*Old Edition* | 1.00 |

*Science:*

| | |
|---|---|
| High School Chemistry | .50 |

*Book-keeping and Drawing:*

| | |
|---|---|
| High School Book-keeping | .60 |
| Commercial Course in Practical Book-keeping (Dickenson & Young) | .40 |
| High School Drawing Course—each number | .10 |

## SECTIONS OF SCHOOLS ACT, 1909

### AUTHORIZED TEXT-BOOKS.

*High Schools Act.*

52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

*Public Schools Act*

84.—An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

112.—If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. I Edw. VII., c. 39, s. 97 (2).

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

## GENERAL TEXT-BOOK REGULATIONS

### REGULATIONS 105, 106 AND 107 OF 1904 AMENDED.

105.—The copyright of every authorized text-book shall, where possible, be vested in the Department of Education. The publisher of an authorized text-book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text-book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

106.—(1) Before any authorized text-book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publica-

tion of such book as may be required by the Minister of Education. Any authorized text-book shall be subject at every stage of its manufacture to the inspection and approval of the Department of Education as regards printing, binding and paper, and may be removed from the list of authorized text-books in case the publisher fails to comply with the regulations of the Department of Education.

(2) Every authorized text-book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text-book shall be used for advertising purposes, and no change shall be made in the letter press, binding, or paper of any authorized text-book without the consent of the Minister of Education.

June, 1910.

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## THE NEW BLANK DRAWING BOOKS

(Circular No. 14A.)

In the Departmental Text-Book Regulations issued in July, 1909, the following note appears on pages 4 and 5:

"Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After January 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils."

In accordance with the preceding announcement, the Ontario Blank Drawing Books, Numbers 1 and 2, were authorized January 1st, 1910, and are published by W. J. Gage & Co., Toronto. Book 1 contains 144 pages, each page being 6 inches by 9 inches; Book 2 contains 48 pages, each page being 9 inches by 12 inches. Each leaf is perforated, as in cheque books, and may be detached. The retail price of each book is five cents, with a discount of 20 per cent. on purchase direct from the publishers.

The work in Drawing books or Drawing blanks partly filled up before January 1st, may be continued until such books or blanks are completely filled up. Except, however, as thus provided, the newly authorized blanks shall be used on pain of forfeiture of the Legislative Grant. (See page 8 of the Text-book Regulations.)

Notice is also hereby given that before the close of the midsummer holidays, 1910, Book-keeping blanks and Science note-books will be authorized for exclusive use in the schools.

January 27th, 1910.

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## MANUALS OF SUGGESTIONS

A copy of each of the "Manuals of Suggestions," as issued, is furnished to each School Board where the course of study requires it. The books are the property of the Board and are to be placed in the library for the use of the teachers.

If additional copies are required they can be obtained from this Department at the following prices:—

Primary Reading Manual .....10 cents
Manual for II, III, and IV Readers.....25 cents
Science Manual .....50 cents

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TO PUBLIC AND SEPARATE SCHOOL INSPECTORS
(Circular No. 57B.)

The Minister submits the following statement for the information and guidance of Inspectors:—

High School Entrance Literature.

The High School Entrance Regulations provide as follows:—

(1) That the literature for group 1 shall embrace the careful reading during the previous year of at least four suitable books in English literature (at least one of which shall have been read in class);

(2) That such four works shall be selected by the Principal from a list prepared by the Inspector, and communicated by him to the schools before they open in September; and

(3) That School Boards are authorized to provide such four books in sufficient numbers for pupils in the school library, or to order the pupils to buy them for themselves, as each Board may decide.

As has been pointed out in Circular 57B (January, 1910), the object of the foregoing prescription is to cultivate, as far as possible, at the Fourth Book stage, a taste for books of literary merit, not to supply information in science, geography, or any other subject. The range of available English literature is so great and suitable books are so cheap that the Inspector should have no difficulty in making out his list. When he has a doubt as to the suitability of a selection, he should communicate with the Department. The Inspector should take care that the list is sent to the Principal in due time, and that the School Board complies with the conditions of (3) above.

Text Books.

Circular 14 (July, 1910) contains the names of the text-books authorized for use in the Public Schools, and of the authorized drawing and writing books and bookkeeping blanks; also the regulations governing the use of the foregoing. Under the provisions of the Circular, the teacher himself may use any book he wishes in the preparation of his school work; but neither he nor his Board has authority to substitute another book for any of the authorized books, nor has he the right to introduce, under the guise of "supplementary text-books" or any other designation, books other than those authorized.

Here the Minister desires to state that, after the Summer vacation, he will provide free in each school library, for the teacher's use, notes on the Second, Third, and Fourth Readers, and a manual of method for the Primer with notes on the

First book; also a manual of method for the Elementary Science Course of Form V. Before September, 1911, he will also provide a manual of method for each of the other important Public School subjects.

Under the head of Equipment No. 1, in Circular No. 33, provision is made for a school library containing an atlas, or gazetteer, a standard reference dictionary (with English pronunciation) for each class-room, a supply for Form III. of history, geography, and hygiene readers; and, under Equipment No. 2 of the same Circular, for the addition to the library of suitable supplementary literature in nature study, popular science, travels, popular history, biography and poetry. Provision is also made for the addition of sets of Readers which may be used in class to supplement the authorized Readers, especially in schools where other supplementary literature has not been provided. All such books must, however, be provided at the cost of the School Boards. Moreover, it must be borne in mind that the books on the authorized list and the four books in English literature for the High School Entrance Examination are the only books which Public School Boards or Public School Teachers are empowered to require the pupils to purchase.

It should also be borne in mind by all concerned that, under the Public Schools Act of 1909, if a teacher *negligently* or *wilfully* permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the Inspector, may suspend such teacher, and make a deduction from the legislative grant to the school. The School Board concerned may also deduct from the teacher's salary a sum equal to the amount of the legislative grant that has been withheld on account of the use of such book or any less sum at its discretion.

### Readers for Form III.

It is the intention of the Minister, instead of authorizing text-books for Form III. in hygiene, history, and geography, to recommend Readers in these subjects for use in the school libraries. Two have already been recommended: "Hygiene for Young People" (20c., Copp, Clark & Co.), and a History Reader (35c., Nelson & Sons, Edinburgh); and more Readers in these subjects will be recommended as soon as suitable ones have been submitted to the Minister.

As already mentioned, Circular No. 33 (Accommodations and equipment of rural public and separate schools in the organized counties of Ontario), as amended last April, provides on page 12 for a supply for Form III. of these Readers (one for each pupil), and on page 3, Inspectors are directed to exercise the same judgment in introducing them as was recommended in the case of the accommodations.

By the use of these Readers, the Minister expects to provide an economical and suitable introduction to the text-books which have been authorized in these subjects for Form IV., and at the same time to reduce the amount of home work which has been imposed in many schools upon the younger pupils.

These Readers School Boards must supply in the library free of cost to the pupils, and, as they take the place of text-books in hygiene, geography, and history, they must not be included amongst the four books in English literature for the High School Entrance Examination.

### The Scarcity of Teachers.

It is, of course, well known that Ontario is suffering at the present time from a scarcity of teachers. As the number prepared in our Provincial Normal and Model Schools and Faculties of Education has for the past three years been larger than in former years, except in the last year of the County Model Schools, there

is good reason for concluding that this scarcity is due to the attractions of the Western Provinces, the more lucrative openings in industrial employment at home, and especially the low salaries paid Public School teachers in many parts of the Province. The grants made by the Legislature on the basis of teachers' salaries are generous; but in many quarters these grants have been used simply to lessen local taxation, not, as was intended, to advance the interests of education.

To meet the situation, the Minister has provided:

(1) That before sanctioning the appointment of a teacher with lower than a Second Class Certificate the School Board must have failed to secure a teacher with the required grade of certificate, after having advertised for a teacher at the highest salary it can pay, and in a newspaper with a Provincial circulation; and

(2) That the Inspector shall certify that the salary offered by the Board is the maximum it can pay.

The situation produced by the scarcity of teachers may become a serious one, and the Minister desires to point out that a faithful and judicious application by the Inspector of the latter of the foregoing provisions will do much to prevent difficulty in the future. If the Inspector is to be efficient he must exercise due foresight and keep his inspectorate well in hand. Vigilance, energy, and discretion are essential qualifications for his office.

July, 1910.

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## READERS IN HYGIENE AND HISTORY FOR FORM III.

*To Public and Separate School Inspectors:*

The Minister of Education directs your attention to the fact that the readers for Form III. in Hygiene and History, published by the Copp, Clark Company of Toronto, are now on sale, and that, as provided in circular No. 57 (*b*) of July, 1910, they should be used for class instruction in lieu of text-books. The Minister requests you to take steps to secure the introduction of these books as speedily as possible in accordance with the instructions contained in the aforesaid circular.

November 5th, 1910.

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## DUTIES OF PUBLIC SCHOOL INSPECTORS IN COUNTY AND IN JOINT INSPECTORATES

(Instructions No. 16.)

### I. Regulations.

*Number and Length of Visits.*

1. (1) (*a*) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Public

Schools to his rural and urban schools, respectively, in County and in Joint Inspectorates:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ½ | day's | visit | for | each | Rural | school | with | one teacher. |
| 1 | " | " | " | " | " | " | " | two or three teachers. |
| 1½ | days' | " | " | " | " | " | " | four teachers. |
| ½ | day's | " | " | " | Urban | " | " | one teacher. |
| 1 | " | " | " | " | " | " | " | two or three teachers. |
| 1½ | days' | " | " | " | " | " | " | four or five teachers. |
| 2 | " | " | " | " | " | " | " | six teachers. |
| 2½ | " | " | " | " | " | " | " | seven or eight teachers. |
| 3 | " | " | " | " | " | " | " | nine teachers. |
| 3½ | " | " | " | " | " | " | " | ten or eleven teachers. |
| 4 | " | " | " | " | " | " | " | twelve teachers. |

An increase of time at the same rate for Rural or Urban schools with more teachers.

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

2. Where the condition of the school renders it necessary, the length of the visit should be increased.

(*b*) In the case of a joint inspectorate, the Board of Trustees of a City or of a Town separated from a County may arrange with the County Council, subject to the Minister's approval, for a larger apportionment of the time of the Inspector to its Public Schools than that provided above; but such arrangement shall not interfere with the due requirements of the rural schools under his charge.

(*c*) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(*d*) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. Both such teachers and others who need additional supervision from any other cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.

(2) (*a*) In an inspectorate consisting of a county, or of parts of two counties or part of a county, or of a city or separated town and a county or part of a county, the minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.

(*b*) In an inspectorate consisting of part of a district and a county or part of a county, the minimum shall be determined in each case by the Minister.

(3) If under the provisions in (1) above, the minimum total time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

*Reports.*

2. (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister, and to the County and the City or the separated Town concerned, as part of the report prescribed in Section 99 (1) (*d*) of the Public Schools Act, a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in 1 above, with a statement of the reasons for such decrease.

(2) He shall also submit to the Minister such other reports as may be required.

3. (1) (*a*) For the report to a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.

(*b*) For the report to an Urban School Board of each half-yearly visit of Inspection, he shall use the different heads and sub-heads prescribed in the official form for Rural Schools, from I. to VII. inclusive, adding the date and the length of his visit to each class in charge of a teacher.

(2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(3) He shall report promptly to the Minister any violation of the Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(4) Section 99 (1) (*c*) of the Public Schools Act provides that a copy of his report of each inspectoral visit shall be sent to the Secretary of the School Board within one month after the Inspector's visit, but it should be sent as soon as practicable.

4. At such time and in such manner and as often as he may deem it expedient, the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

*Powers.*

5. (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make enquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

*Prohibitions.*

6. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library,

apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting the body or bodies that appointed him, and such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

*Residence or Office.*

7. Subject to the approval of the Minister, it shall be the duty of the Inspector to reside at some place satisfactory to the appointing body or bodies; but, in every case, his place of residence, or his office, as the case may be, shall be reasonably accessible to the school trustees and the ratepayers of his inspectorate.

*Teachers' Institutes.*

8. The Inspector shall attend and take part in the organization and management of the Teachers' Institute or Institutes of his Inspectorate.

*Senior Inspector.*

9. Where, under Section 96 (8), of the Public Schools Act, a Senior Inspector has been duly appointed, he shall perform such duties affecting all the schools of the county as the Minister may direct, or as the appointing body or bodies may direct with the Minister's approval.

## II. Extracts from Public Schools Act.

*General Provisions.*

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector:

(*a*) To visit in every year each school room in his inspectorate having a separate register as often and for such length of time on each occasion as the Minister may direct;

(*b*) To prepare a report of every such visit in the form prescribed by the Regulations;

(*c*) To forward within one month after such visit a copy of every such report to the board within whose jurisdiction the school is situate;

(*d*) To make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the county council and to the board of every city or separated town included in his inspectorate, or, in the case of an Urban Inspector, to the board of the city or town only;

(*e*) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;

(*f*) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;

(*g*) To withhold his order for the amount apportioned from the Legislative or municipal grant:

(i) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial

Board of Health on account of the prevalence of any communicable disease; (*See also Section 7 of the Public Schools Act.*)

(ii.) Where the Board fails to transmit promptly the annual or other school returns properly filled up;

(iii.) Where the Board fails to comply with this Act or with the Regulations; or

(iv.) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing;

(*h*) To discharge such other duties as may be required by the Minister or Regulations;

(*i*) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister or of the council of the county in which his inspectorate lies, or of the Board by which he was appointed.

(2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the direction of the County Council in the case of a County Inspector and of the Board in the case of an Urban Inspector.

(3) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

*Other Provisions.*

For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of the school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Schools Act, the Inspector is referred to the sections of the Public Schools Act itself.

Jan. 20th, 1910.

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## DUTIES OF R. C. SEPARATE SCHOOL INSPECTORS

### County and District Inspectorates—English and English-French.

(Instructions 16b.)

*I. Regulations.*

Number and Length of Visits.

1. (1) (*a*) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Separate Schools to his rural and urban schools, respectively:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ½ | day's | visit | for | each | Rural | school | with | one teacher. |
| 1 | " | " | " | " | " | " | " | two or three teachers. |
| 1½ | days' | " | " | " | " | " | " | four teachers. |
| ½ | day's | " | " | " | Urban | " | " | one teacher. |
| 1 | " | " | " | " | " | " | " | two or three teachers. |
| 1½ | days' | " | " | " | " | " | " | four or five teachers. |
| 2 | " | " | " | " | " | " | " | six teachers. |
| 2½ | " | " | " | " | " | " | " | seven or eight teachers. |
| 3 | " | " | " | " | " | " | " | nine teachers. |
| 3½ | " | " | " | " | " | " | " | ten or eleven teachers. |
| 4 | " | " | " | " | " | " | " | twelve teachers. |

An increase of time at the same rate for Rural or Urban schools with more teachers

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

2. Where the condition of the school renders it necessary, the length of the visit should be increased.

(*b*) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(*c*) Teachers who need additional supervision from any cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.

(2) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

Reports.

2. (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in (1) above, with a statement of the reasons for such decrease.

(2) He shall also submit to the Minister such other reports as may be required.

3. (1) For the report to an Urban or a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.

(2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and plan-

ning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(3) He shall report promptly to the Minister any violation of the Separate Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(4) He shall send a copy of his report of each inspectoral visit to the Secretary of the School Board within one month after his visit, but it should be sent as soon as practicable.

(5) He shall keep copies of all his reports for submission, when required, to the Minister or to the Chief Inspector of Public and Separate Schools.

4. At such time and in such manner and as often as he may deem it expedient the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

5. He shall report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition.

6. On retiring from office he shall deliver to his successor the official correspondence and all school papers in his custody, on the order of the Minister.

7. He shall receive the annual statistical reports from the Boards of Trustees, returning them when necessary for correction. He shall transmit them and his statistical summary when completed to the Deputy Minister.

Powers.

8. He shall withhold his order for the amount apportioned from the Legislative or municipal grant:

(*a*) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease;

(*b*) Where the Board fails to transmit promptly the annual or other school returns properly filled up;

(*c*) Where the Board fails to comply with the Separate Schools Act or with the Regulations; or

(*d*) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing;

9. (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make inquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

10. Every Inspector shall be directly responsible to the Minister for the due performance of his duties.

Prohibitions.

11. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

12. An Inspector who, during his tenure of office, holds, without the approval of the Minister, any other office or employment or follows any other profession or calling, except the performance of such special duties as the Minister may require, shall forfeit his office as Inspector.

Residence.

13. It shall be the duty of the Inspector to reside at some place satisfactory to the Minister.

April, 1910.

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## INSTRUCTIONS TO INSPECTORS, REVISED, 1910

(Instructions No. 12.)

### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1910.

Under the Department of Education Act of 1909, as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

*General Instructions.*

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

*Assessments and Sections.*

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

*Scheme of Apportionment.*

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries.

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $300.00 for a principal and at $200.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a porportionate amount of $25.00.

*Note.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School Work is taught.

### III. Grants on the Teachers' Qualification.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate ..... $40
(*b*) For a Second Class Certificate ..... 25

(2) If said experience shall have been less than five years on the same date,

(*a*) For a First Class Certificate ..... $30
(*b*) For a Second Class Certificate ..... 15

*Note.*—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

### IV. Pro Rata Reduction.

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I., II., and III. above, the Minister may make a *pro rata* reduction.

### V. Grants on Equipment and Accommodations.

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year, but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teachers school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

| Grade. | One teacher. | | | | Two teachers. | | | | Three teachers and over. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III. | IV. | I. | II. | III. | IV. | I. | II. | III. | IV. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Closets | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Water supply | 2 00 | 1 50 | 1 00 | 50 | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| School grounds | 4 00 | 3 00 | 2 00 | 1 00 | 5 00 | 3 75 | 2 50 | 1 25 | 6 00 | 4 50 | 3 00 | 1 50 |
| School buildings | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Class rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Halls | ..... | ..... | ..... | ..... | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| Cap rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Private rooms | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Desks | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Blackboards | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Heating | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Ventilation | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| | 30 00 | 22 50 | 15 00 | 7 50 | 45 00 | 33 70 | 22 50 | 11 30 | 60 00 | 45 00 | 30 00 | 15 00 |

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has Rural Schools in different counties he shall make a separate return for each county.*

## VI. Time of Payment of the Grants.

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st Said grants shall be forth-

with payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

VII. Grants to Assisted Schools.

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

VIII. Special Grant for Rural School Libraries.

(1) The special grant of $6,000.00 in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1909, and October 1st, 1910, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

April 10th, 1910.

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## INSTRUCTIONS TO INSPECTORS, REVISED, 1910

(Instructions No. 13.)

### Distribution of the Legislative Grant—Rural Public and Separate Schools in the Districts of Ontario.

*Statutory Provisions.*

The following are the provisions of the Department of Education Act for distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

(3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister, to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements.

*General Instructions.*

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister (the forms for which are sent herewith to each Inspector).

*Certification of Returns.*

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

*Payment of the Instalments.*

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education, the official forms completely filled in, *not later than June 22nd.*

Before payment of the second instalment is made the Inspector will, not later than the 15th day of November, furnish the Department with a Supplementary Report confirming his June Report or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report, and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

*Assessments and Sections.*

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships,* the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

*Scheme of Distribution.*

The Inspector shall give in his June return the total *yearly* apportionment to each school *not including Continuation Schools.** and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the Grants under each heading, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

I. Fixed Grants.

When the average section assessment, as defined above, is less than $20,000, each school shall receive a fixed grant of $40; when it is at least $20,000, but less than $30,000, the fixed grant shall be $30; when it is at least $30,000, but less than $40,000, the fixed grant shall be $25; and when it is at least $40,000, but less than $50,000, the fixed grant shall be $20; when it is $50,000 or over there shall be no fixed grant.

II. Grants Payable on Teachers' Salaries.

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of $600 salary in the case of each teacher, the computation beginning as follows:

(1) At $100, where the average section assessment, as defined above, is less than $20,000;

(2) At $150 for a Principal and $100 for an assistant where the average section assessment, as defined above, is $20,000 or over.

* The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualifications.

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teachers' total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

(*a*) For a Provincial Professional First Class Certificate .....$50
(*b*) For a Provincial Professional Second Class Certificate..... 40

(2) If said experience shall have been less than five years on the same date:
(*a*) For a Provincial Professional First Class Certificate.....$40
(*b*) For a Provincial Professional Second Class Certificate ..... 30
(*c*) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate ..... 25
(*d*) For a Professional District Certificate ..... 20

Grants on Equipment and Accommodations.

(1)—(*a*) Where the average section assessment, as defined above, is under $20,000, each school shall receive a grant of $30; and where it is at least $20,000 and under $30,000, a grant of $25, said grants to be applied to the improvement of the equipment and accommodations.

(*b*) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment, as defined above, is $30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of $20.00 for each principal, and $2.50 for each assistant (*not including the teachers of Continuation Schools*) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodations in accordance with the following scheme:

(*a*) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of $20 for each Principal and $2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth Classes shall not be included.*

(*b*) Each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $45 for a two-teachers school, and $60 for a school with more than two teachers, in accordance with the pro-

visions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

| Grade. | One teacher. | | | | Two teachers. | | | | Three teachers and over. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III. | IV. | I. | II. | III. | IV. | I. | II. | III. | IV. |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Closets | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Water supply | 2 00 | 1 50 | 1 00 | 50 | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| School grounds | 4 00 | 3 00 | 2 00 | 1 00 | 5 00 | 3 75 | 2 50 | 1 25 | 6 00 | 4 50 | 3 00 | 1 50 |
| School buildings | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Class rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Halls | ..... | ..... | ..... | ..... | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| Cap rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Private rooms | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Desks | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Blackboards | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Heating | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Ventilation | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| | 30 00 | 22 50 | 15 00 | 7 50 | 45 00 | 33 70 | 22 50 | 11 30 | 60 00 | 45 00 | 30 00 | 15 00 |

(*c*) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(*d*) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(*e*) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

## Grants to Assisted Schools.

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

## Special Grant for Rural School Libraries.

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province,

*not including Continuation Schools or Fifth Classes,* as a percentage on the value of all books purchased between October 1st, 1909, and October 1st, 1910, provided no school shall receive more than $10.00, and provided no purchase is less than $10.00: *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

January, 1910.

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## INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS, 1910

(Instructions No. 14.)

### Apportionment of the Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year 1910.

Under the Department of Education Act of 1909, as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

*General Provisions.*

1. The grant shall be applied to such educational purposes as each Board may deem most expedient.

2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1909, to the end of June, 1910.

3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.

4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.

5. Teachers employed for their whole time in Continuation Schools* shall not be included.

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* The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year, but for at least one term, or has taught the whole academic year for less than the whole school day, but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I. in the first case and the numeral II. in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

*Urban Municipalities in the Organized Counties.*

I. In Cities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $20.00
(*b*) For a Provincial Second Class Certificate ..... 10.00

2. If said experience shall have been less than five years on the same date the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $10.00
(*b*) For a Provincial Second Class Certificate ..... 5.00

II. In Towns.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $30.00
(*b*) For a Provincial Second Class Certificate ..... 15.00

2. If said experience shall have been less than five years on the same date the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $15.00
(*b*) For a Provincial Second Class Certificate ..... 7.50

III. In Villages.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $40.00
(*b*) For a Provincial Second Class Certificate ..... 25.00

2. If the said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $25.00
(*b*) For a Provincial Second Class Certificate ..... 16.00

*Urban Municipalities in the Districts.*

IV. In Urban Municipalities with a Population of 1,500 or over.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $40.00
(*b*) For a Provincial Second Class Certificate ..... 30.00

2. If said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $30.00
(*b*) For a Provincial Second Class Certificate ..... 25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be ..... 20.00

4. For a District Certificate the Grant shall be ..... 15.00

V. In other Urban Municipalities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate ..... $50.00
(*b*) For a Provincial Second Class Certificate ..... 37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $37.50
(*b*) For a Provincial Second Class Certificate ..... 31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be ..... 25.00

4. For a District Certificate the Grant shall be ..... 18.75

NOTE.—The term "Provincial First Class Certificate" used in I., II., III., IV. and V. above does not include First Class County Board Certificates.

May, 1910.

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## EXAMINATIONS, 1911

(Circular No. 58.)

PRESCRIBED TEXTS—HIGH SCHOOL ENTRANCE EXAMINATION—SELECTIONS FOR MEMORIZATION:

*Ontario Reader, IV. (New.)*

The Children's Song, p. 1; Canada, p. 37; Ancient Mariner, 61; Afton Water, p. 109; Ye Mariners of England, p. 154; The Bells of Shandon, p. 158; The Spacious Firmament, p. 205; Ocean, p. 216; The Skylark, p. 372; To a Water Fowl, p. 377; Vitaï Lampada, p. 395.

*Roman Catholic Reader, IV.*

The Barefoot Boy, p. 24; The Deserted Village, p. 30; Abou Ben Adhem and the Angel, p. 51; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of Eng-

land, p. 161; The Water Fowl, p. 174; A Day in June, p. 305; The Bells of Shandon, p. 330.

### Model School Entrance Examination.

English:—*Scott,* The Lady of the Lake.

### Normal School Entrance Examination.

English:—*Tennyson,* The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In the Valley of the Cauteretz; *Browning,* My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; *Shakespeare,* Macbeth.

Latin:—*Cæsar,* De Bello Gallico Book IV., chaps. 20-38, and Book V., chaps. 1-23; *Virgil,* Æneid, Book I., vv. 1-510.

### Faculty of Education Entrance Examination.

English:—*Tennyson,* The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In The Valley of the Cauteretz; *Browning,* My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; *Shakespeare,* Macbeth, As You Like It.

*Latin:—*Cæsar,* De Bello Gallico, Book I.

*Horace,* Odes, Book I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

*Virgil,* Æneid, Book I., vv. 1-510; or
Book II., vv. 1-505.

*Cicero,* In Catilinam, I. and III.

*Virgil,* Æneid, Book I., vv. 1-510; *Cicero,* In Catilinam, I. and III.

Greek:—*Xenophon,* Hellenica (Philpotts' Selections, sections I. and II.); *Homer,* Iliad I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

French:—*Lamennais,* Paroles d'un croyant, Chaps. VII. and XVII.; *Perrault,* le Maître Chat ou le Chat botté; *Dumas,* Un nez gelé, and la Pipe de Jean Bart; *Alphonse Daudet,* la dernière Classe, and la Chèvre de M. Seguin; *Legouvé,* la Patte de dindon; *Pourillon,* Hortibus; *Loti,* Chagrin d'un vieux forcat; *Molière,* l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); *Victor Hugo,* Waterloo, Chap. IX.; *Rouget de l'Isle,* la Marseillaise; *Arnault,* la Feuille; *Chateaubriand,* l'Exilé *Théophile Gautier,* la Chimère; *Victor Hugo,* Extase; *Lamartine,* l'Automne; *De Musset,* Tristesse; *Sully Prudhomme,* le Vase *brisé; La Fontaine,* le Chêne et le Roseau; Labiche, la Grammaire; Erckmann-Chatrian, Madame Thérèse.

German:—The texts contained in the High School German Reader. *Leander,* Träumereien, pp. 45 to 90 (selected by Van Daell); *Baumbach,* Der Schwiegersohn; *Elz,* Er ist nicht eifersüchtig; *Wichert,* Post Festum.

* Note.—The continuous passages of English for translation into Latin will be based on Cæsar.

For candidates who substitute special courses in English for the course prescribed in Latin, under provisions of High School Regulations, 1909, page 57, sec. 4, (2) (*a*), the following courses are prescribed:—

I. English Literature—

Familiarity with and intelligent appreciation of the following texts:—

*Chaucer*:—The Prologue; *Spenser*:—The Faerie Queene—Book I.; *Milton*:—Paradise Lost—Book I.; L'Allegro and Il Penseroso; *Pope*:—The Rape of the Lock—The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson*:—In Memoriam (one paper).

II. The History of the English Language and Literature—

A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

Physics:—In 1911 the Examination in Physics for Entrance into the Faculties of Education will be based on the course of work as outlined in High School Regulations, 1909.

Reference texts suggested:—

(1) Crew's General Physics (Macmillan & Co.).

(2) Hastings and Beach, General Physics (Ginn & Co.).

Nov. 16, 1910.

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### HIGH SCHOOL ENTRANCE EXAMINATION, 1910

The Minister of Education authorizes Boards of Examiners to grant, at their discretion, for the present year, pass standing to candidates who have made less than 40 per cent. of the marks in any one subject, but have made 60 per cent. of the aggregate marks.

July 28th, 1910.

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### DEPARTMENTAL EXAMINATIONS

#### Admission to Faculties of Education, Normal and Model Schools.

(Circular No. 19A.)

*Examiners.*

1. (1) Except when necessary for special subjects the Examiners-in-chief for admission to the professional schools shall be selected as follows:

For the Model Schools, from the staffs of the Model Schools; for the Normal

Schools, from the staffs of the Normal Schools; and, for the Faculties of Education, from the staffs of the said Faculties and of the Normal Schools; with, in the case of each Board, one or more of the Inspectors of Public and Separate Schools, Continuation Schools and High Schools.

(2) The Examiners-in-chief for any examination shall act as a Board of Examiners for that examination and shall be jointly responsible for the preparation of all the question papers and the determining of the results.

*Associate Examiners.*

2. (1) The Associate Examiners to read and value the answer-papers of candidates for admission to the Faculties of Education and the Normal Schools shall be graduates of a British University or Specialists according to the regulations of the Department of Education, who are actually engaged in teaching, and who hold permanent High School certificates.

(2) No Associate Examiner for the above examinations will be appointed to read the answer-papers in a subject which he is not actually engaged in teaching.

(3) The Associate Examiners to read the answer-papers of candidates for admission to the Model Schools shall be holders of Permanent First-Class certificates, who are actually engaged in teaching in Model Schools, Continuation Schools, or Fifth classes.

3. Except for special reasons no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

*Examination Papers.*

4. (1) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.

Hereafter at the Normal Entrance Examination a paper will be set in each of (*a*) Ancient History and (*b*) British and Canadian History.

(2) The papers set for admission to the Faculties of Education and the Normal Schools shall be different from those set for University Matriculation. Optional questions may be given in a paper at the discretion of the Board of Examiners.

A candidate for admission to a Faculty of Education who is also a scholarship candidate at the Honour Matriculation examination may substitute for one or more of the following subjects of the Faculty examination the corresponding subject or subjects of the scholarship examination:

Mathematics, English, Physics, Chemistry, Biology, Latin, Greek, French, and German.

(3) At the examinations in English Composition, an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for Entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in Composition.

(4) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

*Examination Standards.*

5. (1) For a pass the standard shall be 60 per cent. of the aggregate marks of the papers on the subjects prescribed for the examination, as well as 40 per

cent. on each paper. For honours it shall be 75 per cent. of the aggregate. Each examination paper shall be valued at 100, except in the Latin papers of the examination for Entrance into the Normal Schools, which shall be valued at 75 each.

(2) If, after all the answer-papers have been read, any examination paper should be found by the Board of Examiners to be easier or more difficult than required, the minimum on the paper shall be correspondingly increased or diminished.

(3) At all the examinations for entrance into the professional schools, a report signed by all the members of the staff concerned as to the standing of their candidates will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report. Such a report must be received at the Department not later than the first day of the examination to which the report refers.

6. (1) A candidate who makes the required aggregate, but who fails to obtain the minimum in a subject, may be passed at the discretion of the Board of Examiners, provided he was reported by the staff of the school as competent and such report is found to be satisfactory.

(2) A candidate who has failed at the examination for entrance into the Faculties of Education may on application to the Minister of Education be granted a Normal School Entrance Certificate, provided he has obtained 50 per cent. of the aggregate of the marks for each part, and 33 1-3 per cent. of the marks for each paper, and provided he presents from the Principal of an Approved School the certificate, or passes the September examination, prescribed in Sections 5 and 6, pages 57 and 58 of H. S. Regulations of 1909.

(3) A candidate who has failed at the examination for entrance into the Normal Schools may on application to the Minister of Education be granted a Model School Entrance Certificate, provided he has obtained 50 per cent. of the aggregate of the marks for the July examination, and 33 1-3 per cent. of the marks for each paper therefor, and provided he presents from the Principal of an Approved School the certificate provided for in section 6, page 58 of the H. S. Regulations of 1909, for admission to a Normal School, or, on examination by the Principal of the Model School, gives satisfactory evidence of his knowledge of the Lower School subjects detailed in section 5, page 57 of the H. S. Regulations of 1909.

*Appeals.*

7. (1) The papers of all candidates, who, on the reading of the Associate Examiners, are found to have failed in any way by not more than a reasonable margin, shall be at once re-read by the Board of Examiners. Candidates who still fail on this second reading shall have their statements of marks stamped RE-READ, and in these cases no appeal will be allowed.

(2) Candidates who fail and whose papers have not already been re-read by the Board of Examiners may have their papers so re-read by making an appeal before September 1st and paying a fee of $2.00.

(3) Should illness, bereavement or other unavoidable cause interfere with a candidate's examination, such circumstances shall be duly considered by the Board of Examiners; but only when reported to the Department, with satisfactory documentary evidence, immediately at the close of the written examination.

*Certificates.*

8. The Board of Examiners shall report the results of the examination to the Minister of Education, and, when approved, certificates shall be issued to the successful candidates and statements of marks to those unsuccessful.

*Communications.*

9. All communications in regard to examinations shall be addressed to the Deputy Minister of Education.

January, 1910.

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## PHYSICS FOR NORMAL SCHOOL ENTRANCE, 1911

(Circular No. 19B.)

In view of the fact that a new text-book in Physics has not yet been authorized, the examination in Physics in 1911 for Entrance into the Normal Schools will be based, as in 1910, on the course prescribed in the Regulations of 1904.

August, 1910.

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## SUPPLEMENTAL MATRICULATION EXAMINATION

(Circular No. 24B.)

1. Commencing with September, 1910, the Supplemental Pass Junior Matriculation examination will be conducted by the Department of Education for the University Matriculation Board at the following centres:—

(*a*) The University of Toronto; Queen's University, Kingston; McMaster University, Toronto; and the Western University, London.

(*b*) Any of the following centres which are requested by applicants prior to September 1: Windsor, Chatham, Sarnia, St. Thomas, Woodstock, Brantford, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Wiarton, Owen Sound, Barrie, Port Hope, Lindsay, Peterborough, Belleville, Picton, Brockville, Cornwall, Ottawa, Smith's Falls, Renfrew, North Bay, Sault Ste. Marie, Port Arthur, New Liskeard.

(*c*) Subject to the approval of the University Matriculation Board, other centres (i) in Ontario at the request of candidates, if application is received prior to August 25th; (ii) in Canada at the request of a University named in (*a*), if application is received prior to August 1.

2. The subjects of the examination, the prescription of work and the standard required shall be the same as for the annual Pass Junior Matriculation examination of the same year.

3. The following are eligible to become candidates at this examination:

(*a*) Those who are applicants for the complete Matriculation examination.

(*b*) Those who are completing this examination under the University requirement in force previous to 1909, which reads as follows:

"Candidates who have failed in a minority of subjects at a previous examination may present themselves at this examination."

(*c*) Those who are completing this examination under the University requirement for 1910, which reads:

"In 1910 a candidate who has failed to obtain pass standing in not more than three papers may complete Junior Matriculation by passing on these papers at any one subsequent examination."

4. Candidates who present themselves under (3) and are successful at their examination will be granted Departmental Certificates of Pass Junior Matriculation. The unsuccessful candidates will receive statements of marks obtained.

5. Other candidates than those mentioned in (3) may be admitted to the examination for the purpose of qualifying for a standing other than that of Departmental Matriculation. To such candidates statements of marks only will be issued.

6. The fee for writing on the Supplemental Examination shall be $2 for each paper with a maximum fee of $10.

7. Candidates may write at any one of the four University centres mentioned in 1 (*a*) without any additional cost to themselves.

8. Candidates who write at any other centre, in addition to paying the fee required in (6), must also defray the local expenses of conducting the examination. These include the cost of supplies, any charge for the examination room, express charges, and the allowance to the Presiding Officer at $4 per day.

9. The regular uniform examination books shall be used at this examination, and the examination shall be conducted, *mutatis mutandis,* under the instructions governing the annual Midsummer examinations.

10. Applications to write on the examination, together with the necessary fee, must be received at the Department of Education not later than September 1, for those who wish to write at any centre established in Ontario, and not later than August 1 for any centre elsewhere in Canada.

11. Additional candidates who have failed to make application as specified in (10) may be admitted to the examination at a centre already established, provided the accommodation is adequate and the number of question papers sufficient. In such cases the Presiding Officer shall collect the required fee with one dollar additional, and forward it to the Department of Education at the close of the examination.

12. Forms of application, the time-table of the examination, and further particulars may be had upon application to the Department of Education.

May, 1910.

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## SUPPLEMENTAL MATRICULATION EXAMINATION

(Instructions No. 5½.)

### Instructions to Presiding Officers, 1910.

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister shall receive from the Department or the Inspector the

examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made in due time for the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Department. The names of such candidates are to be entered in red ink on the tally-list and on the check-lists of the papers on which they write. The candidate's application and the required part of the fee, with one dollar additional as provided in section 11 of Circular 24b, shall be sent by the Presiding Officer to the Department.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (5) is to be observed, *however small may be the number of candidates.*

6. In the examination room, candidates shall be seated at least five feet apart. All books, diagrams, maps, etc., having reference to the subject of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination-books. Each candidate will receive *one* examination-book and *one* answer-envelope at *the beginning of each examination period* and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

8. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

9. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. GREAT CARE SHOULD BE TAKEN IN DISTRIBUTING THE PROPER NUMBER AND KIND OF ENVELOPES and examination-books and in accounting for such envelopes and examination-books as have been distributed.

10. *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

11. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately,* duly fastened in the envelopes.

12. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate. The names of extra candidates are to be added in red ink after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

### INSTRUCTIONS TO CANDIDATES

(To be read to candidates as indicated on time-table.)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from pre-

senting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. *Parts A and B of the Matriculation History paper are to be placed in separate envelopes.*

7. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

8. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness, and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

9. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the Department.

10. Candidates who do not make application by the day specified in the application form are charged $1 extra.

*Making Reports and Returning Answers to the Department.*

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before

the Board of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3. The prompt return of the answers to the Department at the close of *each day* of the examination is requested. These should be sent either by registered post or prepaid express, and should be accompanied by the check-lists of candidates for the papers written upon that day. The complete tally-list should be sent with the last day's papers. All diagrams and reports should be forwarded to the Department *by post* immediately at the close of the examination.

4. (*a*) The bag shall be returned at the close of the examination and shall be so folded and tied that the words "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on the bag.

(*b*) All the express charges *must be prepaid,* and no commercial value should be placed upon the bag and contents.

(*c*) All surplus examination papers, answer-envelopes and name slips should be returned to the Department in the bag with the last day's answer papers.

*Expenses of the Examination.*

1. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $4.00 a day and railway fare or the ordinary cost of conveyance.

2. The Department of Education will defray the whole cost of conducting the examination at the four University Centres. Payments will be made on the certificate of the Registrar of the University concerned.

3. At all other centres the Presiding Officer shall arrange with the candidates for the payment of his allowance as stipulated in 1 and of the incidental expenses of the examination such as supplies, express charges, postage, cost of examination room, etc.

4. The fee for writing on this examination shall be $2 per paper (five or more papers, $10.00), and shall be sent to the Department of Education by the candidate with his application.

June, 1910.

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## SCHEDULE OF FEES AND ALLOWANCES

(Circular No. 71.)

I. *Allowances to Examiners.*

1. Each Examiner-in-chief will be paid $15.00 for setting each paper allotted to him. (See Instructions No. 7.)

2. Each Examiner-in-chief and each Associate Examiner shall be paid $6.00 per diem for attending meetings of Boards and Committees and for reading

answer-papers. (See Instructions No. 7.) The number of papers to be read per diem in reading the Scholarship and appeal answer-papers will be two-thirds of the average of the number of papers examined per day by an Associate Examiner in the same subject.

3. Each Examiner will be allowed his actual travelling expenses to and from his usual place of residence at the time when his services are required.

4. Each Examiner-in-chief not resident in Toronto will be allowed his actual living expenses while attending meetings of Boards or Committees or while reading answer-papers, at the Department. Where his services are required for more than one day, an Examiner-in-chief will be allowed, in lieu of living expenses, his actual travelling expenses to and from his usual place of residence for each of such days, up to an amount not exceeding $1.50 per diem.

5. Each Presiding Officer at a Departmental examination shall be entitled to an allowance of $4.00 per diem, except an assistant Presiding Officer at a High School Entrance examination, who shall be allowed $3.00 per diem.

6. All services of Examiners not provided for in (2) above will be paid for at rates to be determined by the Minister of Education.

II. *Fees.*

1. The July examination fees will be as follows:—

(1) Entrance into the Model Schools, $5.00.
(2) Entrance into the Normal Schools, $5.00.
(3) Entrance into the Faculties of Education, any part, I., II., A, B, C, or D, $3.00 each part. Two or more parts, $5.00.
(4) Commercial Specialist, $5.00.
(5) Junior Matriculation, $5.00.
(6) Honours or Scholarship examination, $5.00.
(7) Partial Matriculation, if not more than four papers (or half-papers), $3.00.
(8) Partial Matriculation when more than four papers (or half-papers), $5.00.

N.B.—(1) If the fees for any of the above examinations which a candidate desires to take in any one year amount to more than $5.00, only $5.00 will be required.

(2) In the above examination, when a candidate's fee is $5.00, the amount to be sent to the Department is $3.00; when the fee is $3.00 the amount to be sent is $2.00. The remainder of the fee in each case is to be sent to the School Board or other body that bears the local expenses of the examination.

2. The other examination fees will be as follows:

(1) The Art Specialist examination, $5.00.
(2) The Supplemental Matriculation examination: five papers or less, $2.00 per paper (or half-paper); more than five papers (or half-papers), $10.00.
(3) An appeal against any examination for which a fee is charged, $2.00.

3. A duplicate of a lost certificate (or for two or more in favour of the same candidate at one time) will be issued on payment of $2.00.

4. For a certificate of Matriculation issued on the combination of examinations held in different years, $5.00.

5. A late penalty of $1.00 will be charged, in addition to the regular fee, for any examination in the case of a candidate whose application is not received by the date set therefor.

III. *Refunds.*

1. When a prospective candidate, for any reason, does not present himself for the examination for which he has applied, the fees paid for that examination will be refunded to him upon application.

2. When an appeal against any examination is sustained, the appeal fee will be refunded.

3. Any money sent in error to the Department will be refunded.

IV. No fees are charged for the following:—

1. The Kindergarten Assistants' examination.

2. Any examination at the Model or Normal Schools.

3. Admission to a Model or Normal School.

4. The High School Entrance or Midsummer examinations conducted in the Districts of Ontario.

V. The Department of Education bears all necessary expenses of the following:—

1. The Kindergarten Assistants' examination when it is necessary to conduct it under a separate Presiding Officer.

2. The High School Entrance and Midsummer examinations held in the Districts of Ontario.

3. The conduct of the Supplemental Matriculation examination at the four University centres only.

December, 1910.

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## COURSES FOR PROFESSIONAL CERTIFICATES

(Circular No. 16A.)

2. The provisions of Circular No. 16 (Courses for Professional Certificates) have been amended as follows:—

(1) A student who has been granted an Interim Second Class Certificate under Section 14 (2) and who passes at one examination in the part or parts in which he failed, may be awarded an Interim High School Assistant's and an Interim First Class Public School Certificate under the conditions prescribed in Section 4, sub-section 1 (*b*).

(2) A student in the second advanced course who has attended regularly, and who in the aggregate of the marks for the term's work and final examinations has obtained 60% in Part III. and 35% in each subject of Parts I. and II. and

55% in each of such parts, shall be exempt from re-attendance and shall be granted an Interim High School Assistant's Certificate on passing, at one examination, in the part or parts in which he failed.

(3) For students in the second advanced course, the Arts Option selected shall count for 300 marks, and the requirements for a pass in Part II. shall be 40% on each, and 60% of the aggregate.

August, 1910.

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## AMENDMENTS TO THE REGULATIONS

(Circular No. 26.)

### Public School Inspectors' Certificates.

1.—(1) On and after the first day of September, 1908, a candidate who possesses the following academic and professional qualifications shall be entitled to a certificate as Inspector of Public Schools:

(*a*) A Permanent First Class Public School Certificate.

(*b*) A certificate of having passed the examination in the special course for Public School Inspectors, now provided by the Faculties of Education.

(*c*) A degree in Arts from an Ontario University, with at least Second Class honours (66%) at graduation, in a course in General Proficiency or in a special Honour Department, said courses to be specified in the calendar of such University and accepted by the Department of Education.

(*d*) At least seven years' successful experience in the provincial schools of Ontario, at least five of which shall have been in one or more of the Public Schools.

(2) (*a*) Until July, 1913, attendance at a University shall not be exacted. After that date at least two years' attendance shall be required.

(*b*) The Degree of Bachelor of Pedagogy shall be accepted in lieu of one of the seven years' of experience prescribed in (1) (*d*) above, or the degree of Doctor of Pedagogy in lieu of two of said seven years. If the candidate holds both degrees, each degree shall be accepted in lieu of one of said years.

2. Regulation 89 of 1904 shall remain as an alternative for the preceding regulation until the first of July, 1913, after which date said Regulation 89 shall cease to be valid. Said Regulation 89 is as follows:

"The holder of a degree in Pedagogy who has had four years' experience as a teacher, of which two years shall have been in a Public School, and any person with five years' successful experience as a teacher, of which at least three years shall have been in a Public School, who holds either Specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario with first-class graduation honours in one or more of the recognized departments in such University, and who has passed the examination of the Ontario Normal College (now Faculty of Education) for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools."

*Latin at the Normal School Entrance Examinations.*

Section 8 (2) (*a*) of Circular 19, January, 1908, is hereby amended by adding as follows:

"Except the Latin papers for the Normal School Entrance Examination, which shall each be valued at seventy-five marks."

*The History for Entrance into the Faculties of Education.*

For the High School Upper School Course in History (British, Mediaeval, and Modern), prescribed on page 71 of the Regulations of 1904, the following has been substituted:

General outline of Mediaeval and Modern History, with special reference to British History. The Geography relating to the History prescribed.

On this course the Examination of 1909 for Entrance into the Faculties of Education will be based, and, as heretofore, two papers will be set, one in the Mediaeval History of Part I., and one in the Modern History of Part II. A syllabus of the new course is contained in Circular 11, which may be obtained on application to the Deputy Minister of Education.

*Entrance into the Faculties of Education and the Normal and Model Schools.*

In pursuance of its policy of improving the qualifications of the teachers, the Department of Education will hereafter exact a higher standard of answering at the examinations for entrance into the Faculties of Education and into the Normal and Model Schools. The age for admission into the Faculties of Education and the Normal Schools will also be raised one year in each case. Beginning with the session of 1909-10, each candidate for a teacher's certificate shall be at least eighteen *before* entering a Normal School, and at least nineteen *before* entering either of the Faculties of Education.

*Extension of Teachers' Certificates.*

The abolition of the County Model Schools will probably result in a scarcity of teachers until an adequate supply is provided by the Normal Schools next July. The Minister of Education will, accordingly, be prepared to extend, until June 30th, 1909, any certificate that expires before that date, provided, however, such extension is recommended by the Inspector concernd.

*Permanent Third Class and District Certificates.*

The Permanent Third Class and District Certificates for teachers of ten years' successful experience, provided for in section 85 (1) of the Regulations of 1904, will not be issued after December 31st, 1908, to any teachers who cannot qualify on or before that date.

November, 1910.

## CIRCULAR TO TEACHERS

### Who Hold Limited Third Class Certificates.

(Circular No. 32.)

1. Limited Third Class certificates are now issued by the Department of Education under the following conditions:—

(1) To Graduates of the Model Schools which have been retained for the preparation of teachers for school sections in the Districts and organized Counties whose financial and other conditions may prevent them from securing teachers holding First, Second or Permanent Third Class certificates.

(2) To Normal School students who have failed to obtain Second Class certificates but whose standing is considered sufficient to warrant the issuing of a Limited Third Class certificate for two years.

(3) To teachers who have taken professional training at schools of equal rank to that of the present Model Schools.

2. These Limited Third Class certificates are valid only for such Public and Separate Schools as the Minister of Education may approve on the application of the Public or Separate School Board through the Public or Separate School Inspector and with the Inspector's recommendation.

3. Before applying for a school, a teacher holding this grade of certificate should first apply to the Inspector of the school concerned to ascertain whether he would recommend the validating of a Limited Third Class certificate for that school.

4. A Board of Trustees which is unable to secure a teacher with a First, Second or Permanent Third Class certificate shall apply to the Inspector on a form to be obtained from him, for permission to employ a teacher with a Limited Third Class certificate. The Inspector, if he approve of such application, shall forward it to the Minister of Education giving his reasons for his approval and transmitting along with it the teacher's certificate, which the Minister may make valid for the school section as requested.

5. No teacher holding a Limited Third Class certificate shall sign an agreement with any Board of Trustees until his certificate has been made valid for its school by the Minister of Education. Should the teacher wish to engage in another school during the period for which his certificate remains valid, the endorsation of the certificate by the Minister of Education approving of the new engagement must first be obtained through the request of the Board of Trustees and the application of the Inspector in the manner aforesaid.

November, 1910.

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## ENGLISH-FRENCH SCHOOLS

(Circular No. 1B.)

### Certificates for the Year, August, 1910, to July, 1911.

1. If legally qualified English-French Teachers are not obtainable for vacancies in English-French Schools. the following shall be the provisions for the year, August, 1910, to July, 1911:

(1) On the recommendation of the Inspector concerned and on the application of a Board of School Trustees, the Minister of Education may renew until, at

furthest, July 1911, the expired and renewed English-French Third Class and District certificates; but, as a condition of such recommendation, the Inspector may require the holder of such expired or renewed certificate to attend an English-French Summer School;

(2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1910, or of Quebec certificates satisfactory to an inspector of English-French schools, may be engaged on the following conditions:

(*a*) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School; or

(*b*) If they attend next July an English-French Summer School and pass the final examination thereof.

*Summer Schools.*

2. For the above purposes, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 5th, at 2 p.m., and ending on July 29th, 1910.

3. The Department of Education will pay $1.50 a week of the cost of board and lodging of all lay teachers who shall have been in attendance throughout the whole course at the Sturgeon Falls Summer School, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund to those teachers who shall have taught before July, 1910, in the English-French Schools of the Districts the cost to them of one single Railway or Boat fare to Sturgeon Falls from the Railway Station or Wharf nearest their last school.

4. Course of Study and Examinations:—

The Course shall be based as far as possible on that of the English-French Model Schools.

The daily session shall be one of four hours and a half, exclusive of recesses. Saturday shall be a half-holiday.

At the first session an examination shall be conducted to test the teacher's knowledge of both English and French. Only those having a competent knowledge of both languages will be admitted.

Owing to the short term, most of the attention will be devoted to a discussion of the chief topics of General and of Special Methodology. In addition to the daily oral and written exercises there will be a final examination, both academic and professional, in the following subjects:

| | Values. |
|---|---|
| 1. General Methodology | 100 |
| 2. School Management and School Law | 100 |
| 3. English and French Composition and Grammar | 100 |
| 4. Reading (English Literature) | 100 |
| 5. Reading, oral (English and French) | 100 |
| 6. Spelling (English and French) | 100 |
| 7. History and Geography | 100 |
| 8. Arithmetic | 100 |
| 9. Art and Writing | 75 |

5. Application for admission to one of the Summer Schools shall be made without delay to the Inspector under whom the teacher last taught.

March, 1910.

## STURGEON FALLS ENGLISH-FRENCH MODEL SCHOOL FOR THE TRAINING OF THE TEACHERS OF DISTRICT ENGLISH-FRENCH SCHOOLS

L. E. O. Payment, M.A., Principal.

(Circular No. 31.)

1. (1) The next session of the English-French Model School for the training of teachers for English-French schools in the Districts will open on the 1st of September, 1910, and close on June 16th, 1911.

(2) There shall be two vacations as follows:

At Christmas, beginning on December 17th, 1910, and ending on January 3rd, 1911; and

At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

2. The school will be under the principalship of L. E. O. Payment, M.A., and will be conducted in connection with the Roman Catholic Separate School of Sturgeon Falls, which will be used as a practice school for the teachers in training.

### *Conditions of Admission.*

3. Only those will be admitted who signify their intention of becoming teachers of English-French schools.

4. Application for admission should be made to the Deputy Minister of Education not later than August 15th.

5. Each candidate for admission shall submit the following to the Principal:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician of physical ability for the work of a teacher, and especially of freedom from pulmonary affections and from seriously defective eyesight and hearing;

(3) For admission to the course of the First Year, a certificate that the candidate will be fifteen years of age on or before September 1st, 1910, and, for admission to the course of the Second Year, a certificate that the candidate will be sixteen years of age on or before September 1st, 1910;

(4) For admission to the course of the First Year, a certificate of having passed the Entrance Examination into the High Schools or a higher examination;

(5) For admission to the course of the Second Year, a certificate of having passed the Entrance Examination into the Model Schools or a higher examination.

6. Each candidate shall pass at the school a written and oral test examination in French before admission to either year of the course unless the candidate has already passed successfully in the French Grammar and French Composition of the examination for entrance into the Model Schools.

### *Courses of Study.*

7. The Course of Study will be a two years' one: the first year, Academic; and the second year, Academic and Professional.

### *Board and Travelling Expenses of Teachers-in-Training.*

8. The Department of Education will pay $1.50 a week of the cost of board and lodging of all who are in attendance and whose ordinary place of abode is

outside of a radius of three miles of Sturgeon Falls. It will also pay the railway fare of all such going from their home to the school in September and returning from the school at the close of the session.

*Certificates.*

9. (1) Candidates who pass the final examination of the second year will be granted Third Class certificates valid for five years in English-French Schools.

(2) The Certificates granted at this school are of the same character as those granted at the other English-French Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a Certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above-mentioned three-year period, after which, in either case, the certificates will be valid in the English-French schools, throughout the Province for the remainder of the five years from the date of issue thereof, said validity to be attested by the Minister of Education.

July, 1910.

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## THE DISTRICTS OF ONTARIO

### North Bay Normal School.

(Circular No. 30.)

The next session of the North Bay Normal School will begin next September for the preparation of Second and Third Class teachers.

For the Syllabus containing information as to the dates of admission and the Regulations and Courses of Study, candidates should apply without delay to the Deputy Minister.

The Department of Education will pay $1.50 per week of the cost of the board and lodging of all teachers-in-training whose ordinary place of abode is outside of a radius of three miles from North Bay, and the railway fare of all such going to the Normal School from their homes in September and returning therefrom at the close of the session.

The Second and Third Class Certificates granted at North Bay are of the same character as those granted at the other Normal and Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a Certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

*The Renewal of Certificates.*

1. On the recommendation of the Inspector under whom the candidates last taught, and on an official form to be obtained from the Inspector, the Minister of Education will renew the Certificates of those who teach in the Districts by issuing Limited Third Class Certificates as follows:

(1) For one year from August 1st, 1910, Third Class and District Certificates that expire before December 31st, 1910; but, in order to secure such renewal, the

Inspector may require the holder to attend one of the District Summer Schools, and pass the final examination thereof;

(2) For two years from August 1st, 1910, Third Class and District Certificates that expire before December 31st, 1910, provided the holder thereof attend one of the District Summer Schools and pass the final examination thereof;

(3) For five years from completion of qualifications, Third Class and District Certificates (including renewals), provided the holders thereof pass in 1910 or 1911—

(*a*) The academic examination for admission to the Model Schools, and

(*b*) The Model School final examination.

2. On the recommendation of the Inspector under whom the candidates last taught, and on an official form to be obtained from the Inspector, the Minister of Education will renew, as follows, the Temporary Certificates of those who teach in the Districts:

(1) Until July, 1911, the Temporary Certificate of those who hold Non-professional District Certificates or have passed the Entrance examination into the Model Schools, who attend a Summer School and who pass the final examination thereof;

(2) Until July, 1912, the Temporary Certificates of those who hold Junior Teachers' Certificates or have passed the Entrance Examination into the Normal Schools, who attend a Summer School and who pass the final examination thereof;

(3) Until at furthest July, 1911, other Temporary Certificates than those provided for in (1) and (2) above, if the holders thereof attend one of the District Summer Schools, and pass the final examination thereof.

*The holder of such a renewed Temporary Certificate shall have the first claim for vacant positions if legally qualified teachers [including those provided for in sections* 1 (1), (2) *and* (3), *and* 2 (1) *and* (2) *above] are not available.*

3. With the approval of the Inspector, trustees may re-engage without advertisement their present teachers who undertake to attend a District Summer School as provided in 1 and 2 above.

4. All applicants for admission to a Summer School must be at least seventeen years of age on or before August 15th.

*Summer Schools.*

1. For the above purposes, Summer Schools beginning on July 5th and ending on July 30th will be held at the following centres in the Districts:

*Sault Ste. Marie, Port Arthur, and Bracebridge.*

2. Application for admission to one of the District Summer Schools should be made without delay to the Inspector of the District in which the teacher now teaches or last taught.

3. The Department of Education will pay $1.50 a week of the cost of board and lodging of all teachers who shall have been in attendance throughout the whole course at a District Summer School, whose ordinary place of residence is outside of a radius of three miles from the school, who pass the final examination, and who undertake to teach in the Districts for at least the academic year beginning August 18th, 1910, and ending June 30th, 1911. It will also refund to those teachers who shall have taught before July, 1910, in the Schools in the Districts, the cost to them of one single Railway or Boat fare to the Summer School from the Railway Station or Wharf nearest their last school.

May 12th, 1910.

## TO PUBLIC AND SEPARATE SCHOOL INSPECTORS

(Circular No. 30½.)

A return submitted to the Legislature last session shows that in 1909 the Model Schools, Normal Schools, and Faculties of Education prepared one thousand seven hundred and five legally qualified teachers, a supply which was larger than in any former year, except the last year of the existence of the County Model Schools, when, for obvious reasons, the attendance was somewhat larger than before. Notwithstanding this supply there is a continual scarcity of teachers, which is largely due to the inadequacy of the Ontario salaries and the migration to the Western Provinces. In view of such scarcity and the consequent enquiries regarding the renewal of Third Class Certificates and requests for Temporary Certificates, I am instructed by the Minister of Education to submit for your guidance the following statement:—

1. The results of the examinations of the Faculties of Education have already been announced. As soon as the results of the examinations of the Normal Schools are announced, which will be about the second week of July, a Board of Trustees requiring a teacher should advertise for one with First, Second, Provincial Third, or Permanent Third Class certificate. The advertisement should state the highest salary the Board is able to pay, and should be inserted in a paper or papers with provincial circulation.

2. (1) If, after due advertisement, as provided above, a teacher holding one of the above-mentioned certificates cannot be obtained, the Minister will agree to the appointment of a teacher with lower qualifications in the following order of preference, on the application of a Board and the recommendation of the Inspector:—(1) Third Class Limited, or Third Class expired, (2) District certificate, or District expired. Failing these any other person whose qualifications the Inspector reports as being the best available may be granted a temporary certificate.

(2) Application under 2 (1) above for validating a limited or expired certificate should be made on form 93 (*a*), and for a Temporary certificate on form 93. Supplies of these forms may be obtained upon application to the Deputy Minister of Education.

(3) No application for a Temporary certificate should be recommended by an Inspector for any person under 18 years of age, unless the Inspector certifies that no person of the required age can be obtained.

3. At the recent Session of the Faculties of Education teachers-in-training who failed to obtain First Class certificates were granted Second Class certificates, valid for two years, under Sec. 14 (2) of Cir. 16. This Session the Third Class certificates granted under Sec. 12 (3) (*a*) of Cir. 23 to teachers-in-training at the Normal Schools will also be valid for two years. Teachers also who at a previous Session were awarded such Second and Third Class certificates valid for one year may, on the recommendation of the Inspector under whom they last taught, have their certificates renewed for an additional year on application to the Deputy Minister of Education.

4. If, in the opinion of an Inspector, there are school boards in his inspectorship that should be allowed, for the school year 1910-11, to engage teachers holding Limited Third Class or lower certificates, he may submit a list of such schools to the Minister for his approval, with full information as to the reasons for such recommendation. For schools so approved, the Inspector may allow application to be made on form 93*a* without requiring the trustees to advertise.

5. Upon the recommendation of the Inspector under whom the teacher last taught, a Third Class or District certificate, of which the original term of issue terminates in December, 1910, will be renewed until June 30th, 1911, provided the teacher purposes attending in 1911-12 a Normal or Model School or a Faculty of Education.

6. A Third Class or District certificate upon which the holder has not taught for the full period for which it was originally issued may, upon the recommendation of the Inspector under whom the teacher last taught, be renewed for a period sufficient to enable the holder to complete the full term.

Inspectors are reminded that if a Board does not follow the foregoing instructions, it has no right to the Government grant, nor, under the Act of 1909, can the Township grant be paid to a teacher who does not hold a legal certificate. The Minister trusts that each Inspector will do all in his power to aid Boards of Trustees in obtaining the best qualified teachers available, and to induce them to pay adequate salaries.

Inspectors are hereby directed to give the contents of this circular as much publicity as may appear to them to be in the interests of their schools.

June 23rd, 1910.

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## CONTINUATION SCHOOLS

THIS AMENDS AND TAKES THE PLACE OF SECTION 6 OF CIR. 37.

[Circular 37 (2).]

*Grades of Schools.*

6. (1) There shall be three grades of Continuation Schools, A, B, and C, as follows:

A Grade A Continuation School shall be one in which at least the time of three teachers is given the work of the Continuation School.

A Grade B one in which at least the time of two teachers, but less than the time of three, is given.

A Grade C one in which at least the equivalent of the time of one teacher, but less than the time of two, is given such work.

*Qualifications of Teachers.*

(2) In a Grade A School the Principal shall hold:

(*a*) A High School Principal's Certificate; or

(*b*) A graduate degree in Arts and a High School Assistant's certificate, which after three years' successful experience (at least two of which shall have been in High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School. Each assistant shall hold either a High School Assistant's or a Provincial First Class Certificate.

(3) In a Grade B School the Principal shall hold:

(*a*) A Permanent First Class Certificate; or

(*b*) A High School Assistant's or an Interim First Class Certificate, which after two years' successful experience, as attested by the inspectors, has been en-

dorsed by the Minister as valid for the Principalship of a Grade B Continuation School. The Assistant shall hold a Provincial Interim or a Permanent First Class Certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a High School Assistant's.

(4) In a Grade C School the teacher shall hold:

(*a*) A Permanent First Class Certificate; or

(*b*) An Interim First Class Certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

August 11th, 1910.

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## APPROVED SCHOOLS

### Notice to Principals.

(Circular No. 9A.)

The Minister of Education desires, in order to prevent future misunderstandings, to point out that, by the Regulations, the Principals of the Normal Schools are required to report on the character of the preparation of the pupils who hold certificates from the Principals of approved schools. If such reports are adverse, the status of the school will be forfeited with the Minister's approval.

Last year, such reports were duly received; but, in accordance with the Minister's promise to show as much consideration as possible, no action will be taken thereon for the current academic year. Next year, however, the prescribed action will be taken on the reports of next December, and the Principals of approved schools are now requested to exercise due care in giving their certificates for the current year.

In the case also of the applicants for admission who were required to pass the Normal School Entrance Examination last September, consideration was shown in settling the results. Next September such consideration should not be necessary.

It may be added that all Principals would, accordingly, do well to advise all their pupils who intend to apply for admission to one of the professional training schools, to review carefully the subjects of the lower school before entering.

May, 1910.

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## HIGH SCHOOL CADET CORPS

(Instructions No. 10.)

### Classes in Military Instruction.

In accordance with the provisions of section 10 of the High Schools Act, 1909, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Department of Education.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved:—

*General.*

1. High School cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2. Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(*a*) Breech loading rifles of the Snider-Enfield or other approved pattern with bayonet and scabbard complete.

(*b*) Accoutrements, consisting of a waist belt with ball bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armoury, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8 The Board of Trustees shall see that the members of its company are provided with a uniform forage-cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle-green tunic or Norfolk jacket, with blue, black, grey or rifle-green trousers. The uniform, or any part thereof provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time-table of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

*Qualifications of Instructors.*

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

*Course of Instruction.*

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows:

Infantry Drill, 1896:—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II. and III.

*Inspection and Examination of Companies.*

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned.

*High School Cadet Instructors' Certificates.*

In order to afford School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction is provided in Toronto and London in July, lasting about one month. Details as to dates and other arrangements will be supplied by the Department of Education on or about the first of May. Teachers attending will be drilled by instructors from the Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894. Parts I., II. and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

June, 1910.

## II. ORDERS IN COUNCIL.

James McCreight, appointed Engineer at the North Bay Normal School. Approved 6th January, 1910.

Robert Arthur Croskery, B.A., appointed Assistant Registrar of the Department of Education. Approved 6th January, 1910.

D. M. Christie, appointed Inspector of District Schools. Approved 6th January, 1910.

Miss Camilla Kavanagh, appointed a Teacher in the Ontario Institution for the Blind, Brantford. Approved 12th January, 1910.

McMaster University Courses accepted in the following departments: Moderns and History, Classics, English and History, Mathematics and Physics, Science. Approved 22nd January, 1910.

Courses from the Syllabus of Queen's University for specialists in the following departments accepted: Classics, English and History (Classics option), English and History (Moderns option), French and German, Moderns and History, Mathematics, Mathematics and Physics, Science. Approved 4th February, 1910.

The Registrar of the Department of Education appointed Secretary of the University Matriculation Board for the appointment of Examiners, the preparation of Examination papers, the examination of the Candidates' answers and determining of the results; also the conducting of the Examinations and the issuing of Certificates on the results of the same, including the July examination and the supplementals in September, are to be controlled by the Department of Education. Approved 24th February, 1910.

The Regulations, as contained in Instructions No. 16, regarding duties of Inspectors in County and Joint Inspectorates, approved 3rd March, 1910.

Miss Bella A. McIntosh, appointed clerk and stenographer in the office of the Superintendent of the Ontario Institution for the Deaf and Dumb, Belleville. Approved 23rd March, 1910.

Miss Elizabeth Dainard, appointed Assistant Matron and Girls' Supervisor in the Institution for the Deaf and Dumb, Belleville. Approved 5th April, 1910.

Charles Norton, appointed caretaker of Normal and Model Schools, Ottawa. Approved 26th April, 1910.

Miss Ada McCaig, appointed Secretary at the North Bay Normal School. Approved 17th May, 1910.

Agreement with the Robert Simpson Company, Limited, respecting the right to print, publish and supply the Ontario Public School Arithmetic, approved 9th June, 1910.

The following persons appointed Agricultural Teachers in the several High Schools specified below: A. D. McIntosh, B.S.A., Stirling; R. L. Duncan, B.S.A., Port Hope; S. E. Todd, B.S.A., Petrolea. Approved 9th June, 1910.

Agreement with the Holland Linen Paper Company, respecting the right to print, publish and supply The Ontario Public School Grammar, approved 10th June, 1910.

William Isaac Chisholm, B.A., appointed Department Master at Peterborough Normal School. Approved 6th July, 1910.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish and supply the Ontario Public School History of England, and the Ontario Public School History of Canada, approved 15th July, 1910.

Agreement with the Holland Linen Writing Paper Company, respecting the right to print, publish and supply the Ontario Public School Grammar, approved 15th July, 1910.

Agreement with the Educational Book Co., Toronto, Limited, respecting the right to print, publish and supply the Ontario Public School Geography, approved 15th July, 1910.

Agreement with the Copp, Clark Co., Limited, respecting the right to print, publish and supply the Ontario Public School Hygiene, the Ontario Public School Composition, and the Ontario High School Geometry, approved 15th July, 1910.

The following persons appointed Stenographers to the Department of Education: Miss I. E. Goold, Miss M. E. Saunderson, Miss Dora Allen. Approved 5th August, 1910.

Courses for Specialists in the Several Departments, as set forth in the Syllabus in the University of Toronto, accepted. Approved 16th August, 1910.

Regulations regarding duties of Inspectors in District Inspectorates approved 19th August, 1910.

Regulations regarding duties of Inspectors of Roman Catholic Separate Schools, English and French, in the Counties and Districts approved 19th August, 1910.

Syllabus of Regulations and Courses for the Normal Schools approved 19th August, 1910.

Syllabus of Courses and Regulations for the Model Schools approved 19th August, 1910.

Regulations regarding Continuation Schools and Fifth Classes, as amended, approved 19th August, 1910.

Regulation in Section 12 (3) (*a*) of the Normal School Syllabus and in Circular No. 16, in reference to Third and Second Class Certificates amended. Approved 19th August, 1910.

The Course of Study and the Examinations of the Faculty of Education of Queen's University, as set forth in Circular No. 16, accepted subject from time to time to the Regulations of the Department and to additional specified provisions to above circular. Approved 19th August, 1910.

Mr. C. E. Mark, appointed as Teacher in the Ottawa Normal Model School for one year. Approved 26th August, 1910.

Miss Alice Harding, appointed a Teacher in the Toronto Normal Model School for one year. Approved 26th August, 1910.

Mr. Thornton Mustard, appointed Teacher in the Toronto Normal Model School for one year. Approved 26th August, 1910.

Regulations regarding the training of Teachers, Courses of Study, and issue of Certificates, as contained in circulars 1B, 19B, 30, 30½, 31, 58, and the one of 28th July, 1910. Approved 7th October, 1910.

Regulations regarding Authorized Text Books approved 12th October, 1910.

Mr. McGregor Easson, appointed to the staff of the Ottawa Normal Model School. Approved 14th October, 1910.

John Waugh, B.A., D. Paed., appointed Departmental Master in the Ottawa Normal School. Approved 25th October, 1910.

Miss E. M. Cottle appointed Writing Master and Instructor in Drill, Gymnastics and Calisthenics at the Stratford Normal School. Approved 23rd November, 1910.

Miss Marie F. Maury, appointed as Teacher in the English French Model School, Sturgeon Falls, for one year. Approved 23rd November, 1910.

John Leslie Moore, B.A., of Parry Sound, appointed Public School Inspector for the Districts. Approved 21st December, 1910.

## APPENDIX H—REPORT OF THE LIBRARIAN OF THE DEPARTMENT OF EDUCATION

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., *Minister of Education for the Province of Ontario:*

Sir,—I have the honour to submit herewith the Report of the Library of the Department of Education for the year 1910.

The following tables will show the number of books loaned, purchased and donated during the past year, also the number of daily and weekly papers, magazines, journals and periodicals subscribed for by the Library.

I beg to express my gratification at the appointment of Miss Grace Andrews, an expert cataloguer, to catalogue, according to the Dewey System, the books in the Library. Miss Spereman, Government Cataloguer, is co-operating with Miss Andrews in this work. As soon as it is completed I trust that it will be followed by the issuance of a printed catalogue for general distribution among the Inspectors and Teachers of the Province. The last one printed was in 1897, and is of very little practical use. We are frequently asked for a catalogue of our books, and it is very disappointing each time to reply that we have nothing later than this edition.

The increased vote of $1,000 made in 1910 has enabled me to place on the shelves many valuable books on Pedagogy, Science, Ancient and Modern History, Literature, Fine and Useful Arts, Natural History, Nature Study, Anthropology, and General Reference Works.

The next step in the interests of the Library is a reconstruction of the shelving. The shelves at present in use are unnecessarily deep and cause a lamentable waste of space, and they are built so high that it is difficult to reach the books on the upper shelves. The importance of introducing new shelving has been set forth in previous reports, and the need is becoming more marked and vital each year. At present, in order to make room for new accessions, it is necessary to remove from the shelves the books not in immediate use, and place them in parcels on the floor.

I have to report with much regret the loss of five books; one a reference book entitled, "The Treasury of Biography," by Maunder, and published by Longmans, Green & Company. Always desirous of obliging teachers whenever possible, I venture occasionally to break through my rule not to loan a reference book, and allow one out for a few days, but I fear, after this experience, it is an unwise thing to do. If on any other occasion I have an urgent appeal to loan a reference book for a few days I should like to have your authority for requesting a deposit of one dollar or more, at my discretion, to be restored to the borrower on the return of the book in good order.

Respectfully submitted,

Henry R. Alley, *Librarian.*

Department of Education Library,
Toronto, 21st December, 1910.

TABLE "A."

Number of Books loaned, 1901-1910.

| Books given out in the month of— | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|---|---|---|---|---|
| January | 518 | 542 | 587 | 673 | 646 | 714 | 787 | 850 | 400 | 1,122 |
| February | 1,124 | 959 | 1,036 | 970 | 848 | 877 | 831 | 883 | 1,180 | 893 |
| March | 1,563 | 1,084 | 1,538 | 978 | 777 | 1,042 | 704 | 1,062 | 1,263 | 594 |
| April | 997 | 1,187 | 899 | 854 | 497 | 578 | 691 | 661 | 464 | 630 |
| May | 867 | 832 | 901 | 738 | 723 | 853 | 739 | 756 | 807 | 622 |
| June | 576 | 510 | 591 | 482 | 317 | 319 | 456 | 388 | 315 | 395 |
| July | 317 | 336 | 168 | 220 | 296 | 344 | 176 | 227 | 250 | 450 |
| August | 176 | 233 | 152 | 259 | 260 | 203 | 124 | 120 | 96 | 119 |
| September | 411 | 538 | 476 | 378 | 446 | 401 | 388 | 312 | 112 | 297 |
| October | 1,058 | 958 | 761 | 776 | 661 | 616 | 805 | 1,011 | 356 | 682 |
| November | 1,014 | 1,158 | 687 | 900 | 962 | 776 | 1,045 | 1,236 | 1,271 | 1,235 |
| December | 516 | 535 | 600 | 480 | 475 | 485 | 352 | 707 | 247 | 495 |
| Totals | 9,137 | 8,872 | 8,396 | 7,708 | 6,908 | 7,208 | 7,098 | 8,213 | 6,761 | 7,534 |

TABLE "B."

The number of Books Purchased in 1905-1910 was as follows. (A list, in detail, for 1910 will be found at the end of this Report.)

| Subjects. | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|---|
| Education (Pedagogics, etc.) | 30 | 22 | 78 | 126 | 141 | 113 |
| Science (Political Economy, Anthropology, etc.) | 32 | 17 | 11 | 59 | 53 | 60 |
| Philosophy, Ethics and Religion | 13 | 18 | 37 | 46 | 38 | 45 |
| Manual Training, Industrial Education and Domestic Science | 66 | 30 | 21 | 26 | 26 | 31 |
| Poetry | 5 | 16 | 35 | 20 | 48 | 44 |
| Fiction and Practical Life | 37 | 198 | 42 | 33 | 82 | 56 |
| Literature | 70 | 11 | 29 | 44 | 73 | 228 |
| Music and Elocution | ..... | ..... | ..... | ..... | 25 | 5 |
| Text-Books | 84 | 70 | 60 | 53 | 134 | 75 |
| Natural History and Nature Study | 25 | 28 | 39 | 21 | 69 | 53 |
| Arts (Sculpture, Architecture, etc.) | 5 | 19 | 29 | 22 | 19 | 36 |
| History, Biography, Reference Works, Miscellaneous. | 119 | 119 | 260 | 166 | 177 | 205 |
| Totals | 486 | 548 | 641 | 616 | 885 | 951 |

TABLE "C."

Table showing number of Books donated to the Library during the years 1903-1910.

| —— | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|---|---|---|
| Text-Books | 144 | 349 | 95 | 326 | 25 | 13 | 15 | 21 |
| Miscellaneous | 95 | 16 | 37 | 177 | 42 | 32 | 47 | 87 |
| Totals | 239 | 365 | 132 | 503 | 67 | 45 | 62 | 108 |

TABLE "D."

Newspapers and Magazines Received during the years 1905-1910.

| | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|---|
| Number of daily and weekly newspapers received.... | 126 | 90 | 87 | 89 | 92 | 94 |
| Number of magazines and other periodicals received.. | 98 | 102 | 101 | 107 | 109 | 110 |
| Totals..... | 224 | 192 | 188 | 196 | 201 | 204 |

TABLE "E."

Books, Magazines, etc., bound during the year 1898-1910.

| 1898 | 1899 | 1900 | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | 94 | 37 | 83 | 71 | 4 | 81 | 45 | 217 | 58 | 148 | 149 | 171 |

LIST OF BOOKS PURCHASED DURING 1910, WITH NAMES OF AUTHORS.

## EDUCATION.

*Pedagogics, etc.*

Social Development and Education, by M. V. O'Shea.
Ethical and Moral Instruction in Schools, by George H. Palmer.
American Education, by Andrew S. Draper.
Mind and Work, by Luther H. Gulick.
Principles and Method in the Study of English Literature, by William Macpherson.
A History of Classical Scholarship, 3 Vols., by John Edwin Sandys.
Education for Efficiency, by E. Davenport.
Language Games, by Myra King.
Modern Educators and their Ideals, by Tadusa Misawa.
Psychology and the Teacher, by Hugo Münsterberg.
Laggards in our Schools, by Leonard P. Ayres.
Outline of a Year's Work in the Kindergarten, by Anna W. Devereaux.
Kindergarten Stories and Morning Talks, by Sara E. Wiltse.
The Law Concerning Secondary and Preparatory Schools, by Alick H. H. Maclean.
The Spirit of Youth and the City Streets, by Jane Addams.
Education and Heredity, by J. M. Gayau.
Methods of Teaching, by W. W. Charters.
Talk with my Boys, by William Mowry.
Education through Music, by Charles H. Farnsworth.
Mental Discipline and Educational Values, by W. H. Heck.
The Hygiene of the Schoolroom, by William F. Barry.
The Great Didactic of John Amos Comenius, by M. W. Keatinge.
Later Roman Education, Percival R. Cole.

The City School District, by Harry Erwin Bard.
An Introduction to Psychology, J. H. Wimms.
Habit Formation and the Science of Teaching, by Stuart H. Rowe.
Schoolboys and Schoolwork, by Honourable E. Lyttelton.
Readings in the History of Education (Mediæval Universities), by A. O. Norton.
Exposition and Illustration in Teaching, by John Adams.
The Educational Meaning of Manual Arts and Industries, by A. Keable Row.
An Introduction to Social Psychology, by William McDougall.
The Universities of Ancient Greece, by John W. H. Walden, Ph.D.
History of Modern Education, by C. O. Hoyt, Ph.D.
Personality in Education, by James P. Conover.
The Education of the Will, by Jules Payot.
Talks on Writing English, 1st and 2nd Series, by Arlo Bates.
Talks on Teaching Literature, by Arlo Bates.
Talks on the Study of Literature, by Arlo Bates.
The History of St. Paul's School, by M. F. J. McDonnell.
Addresses to Teachers, by Dorothea Beale.
Notes on the Development of a Child, by Milicent W. Shinn.
Proceedings of the Child Conference for Research and Welfare.
The School System of Ontario, George W. Ross.
How we Think, by John Dewey.
Attention and Interest, by Felix Arnold.
Studies in the Teaching of History, by M. W. Keatinge.
The Utility of all Kinds of Higher Schooling, by R. T. Crane.
A Practical Method of Teaching Geography, by J. H. Overton.
The Law of the Universities, by James Wilson.
Bibliography of Education, by Will. S. Monroe.
Living Teachers, by Margaret Slattery.
The Pupil and How to Teach Him, by E. G. Burritt.
Ethical Principles underlying Education, by John Dewey.
The Twentieth Century High School, by Charles C. Parlin.
The High School, by W. A. Baldwin.
The Teaching of Latin in the Secondary School, by Eugene A. Hecker.
Principles and Methods of Teaching, by James Weldon.
History of the University of Glasgow, by James Coutts.
Scottish Education, School and University from earliest times to 1908, by John Kerr.
A First Book in Psychology, by Mary W. Calkins.
Year Books of the National Society for the Scientific Study of Education for the years 1906 to 1st part 1910.
Five Minute Stories, by Laura E. Richards.
Symbolic Education, by Susan E. Blow.
Talks to Teachers on Psychology, by William James.
The Education of Man, by Frederick Froebel.
Pedagogics of the Kindergarten, by Frederick Froebel.
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Ontario Institution for the Blind, Brantford.

## APPENDIX I.—THIRTY-NINTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 31ST OCTOBER, 1910.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education:*

SIR,—I have the honour to transmit herewith the Thirty-ninth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1910.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

*Principal.*

Brantford, November, 1910.

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### THE INSTITUTION FOR THE EDUCATION OF THE BLIND

In presenting the thirty-ninth annual report of the Ontario Institution for the Blind, I have to report an increase of three (from 116 to 119) in the average attendance for the session which ended in June, 1910, as compared with the preceding session; also an increase in the total registration from 124 to 130. The present report is made to cover a period of thirteen months, the end of the official year of the Institution being changed from September 30th to October 31st, to correspond with the official year of the public accounts of the Province. The registration of pupils during the thirteen months was 144. Much excellent work was accomplished by the teaching staff during the session of 1909-10, the first aim being to give each pupil a common English education, which would enable him to occupy the leisure hours of his subsequent life in reading, and also fit him to protect himself in business. The illness of some of the teachers reduced the results that would otherwise have been achieved, and we have always to contend against the desire of pupils (and of their parents in some cases) to devote a large share of their time and energy to the musical and industrial work before they are well grounded in Reading, Writing and Arithmetic. The average health of pupils was good. The only change in the teaching staff since the last report was the engagement of Miss C. Kavanagh to take the place of Miss M. E. Walsh, who resigned after twenty-seven years of service. Inspector Kilmer succeeded Mr. Passmore as Examiner in the literary department, and Dr. Ham took Mr. Fairclough's place as Musical Examiner. Their first reports are appended. During the summer vacation the pipe organ in the Music Hall was rebuilt by Mr. Walter Wainwright under specifications furnished by Mr. Andrews. An extra class in New York point musical notation was taught on Saturdays by Miss Moore during a part of the session, but the pupils are encouraged to study out the musical signs for themselves as far as possible, with the help of the varnished cards prepared last year,

the idea being that they will retain better what they have worked to acquire than what has been drilled into their heads by a teacher. As we never have vacancies for all the applicants for instruction in music, it is a recommendation for an applicant to be able to show that he knows the point signs. I was much impressed with the statement of Mr. McNiel, of the Georgia School for the Blind, quoted in last year's report, that a blind person, desiring to teach music, "must acquire a correct knowledge of the staff, the shape of notes, the marks of expression and other musical characters used by the seeing; must not *think* his music in the point system characters, but must think always of the notes as represented on the staff." When in the Printing House for the Blind at Louisville last summer, I examined one of the publications recommended by Mr. McNiel, "Musical Signs for the Seeing," and ordered a number of copies. The diagrams are excellent for the purpose, but the explanations are in line letter, which is not used nor taught in our school. This obstacle was overcome by printing the explanations in New York point and binding the additional sheets into the books bought at Louisville, and the pupils have already made excellent use of this new help, which is more accessible to most of them than the maple planks described in a previous report. The recommendation of Dr. Ham that instruction should be given on the violin has secured the approval of the Minister of Education, but at the time of writing a teacher has not yet been engaged for that purpose. An important and most gratifying incident in the musical history of the Institution is thus set forth in the "Music and Drama" column of the Toronto *Globe*, June 22nd, 1910:

"Mr. Charles Duff, of the Brantford Institution for the Education of the Blind, has successfully passed the examination of the Canadian Guild of Organists and gained the associate diploma. Mr. Duff, although only seventeen years of age and blind, is an excellent musician and a fine executant. The examiners were Dr. Albert Ham, F.R.C.O., Toronto, and Mr. Herbert Sanders, Mus. Bac., Ottawa."

One of the topics very fully discussed at the Arkansas Convention of Instructors of the Blind was whether blind children should be taught music when they showed no special talent in that direction, and when there was no probability of their qualifying as teachers of music. While some regarded it as "educational waste" to give music lessons to a child who would never rise above mediocrity as a musician, others combatted the idea that the bulk of the teacher's time and effort should be devoted to a few "musical wonders" to the neglect of the dull majority, because, as one old and experienced teacher said, "While music will never be of any financial benefit to a majority of the blind, it will have a broadening and cultural influence upon all who faithfully try to acquire it; then, too, it will often supply the means of spending pleasantly hours that would otherwise be lonely." Regarding it as highly important that pupils should not, while in school, dwell "as in a fool's paradise," to be suddenly and painfully awakened by experience of the difference between the real world and the world they had imagined, I have in many a friendly talk impressed upon individuals that the ability to play the piano moderately well does not guarantee success as a music teacher, with accompanying financial ease; that there are competition to be encountered and prejudices to be overcome, and that while "there is always room at the top," there is much crowding on the lower rungs of the ladder. But on the understanding that everyone who studies music will not expect to make an easy living as a music teacher, I quite approve of having a large percentage of our boys and girls taught to play. The blind are shut out from many of the entertainments which their sighted friends enjoy, and music must be a great solace to those capable of producing it, as well as a means of contributing to the general entertainment. It is true that many of the

blind may never own a piano, but there are indications in the newspaper advertisements that an era of cheapness is at hand. Just as square pianos could be "bought for a song" after upright pianos were introduced, the new fashion of "player pianos" will throw many uprights on the market at the purchaser's own price, and enable people of very moderate means to enjoy the luxury of a piano in the house. If the ability to play is a comfort and a pleasure, much more desirable, as well as easier of attainment, is the ability to read, and this does not require a long apprenticeship in youth, but is quite within the reach of men and women who lose their sight after reaching mature years. How often, after having supplied blind adults with alphabet cards and keys and primers, have I been informed that the person could not manage to read with the fingers, the fact being that patience and perseverance, and probably intelligent instruction, were lacking. To obviate, or at least to minimize, the difficulty, I have prepared two sets of cards, designed particularly for adults, but useful for children in the Kindergarten and for inexperienced teachers as well, which I hope and expect will provide a "royal road to reading." Just as children with sight learn the easy letters like O and I and T and S, first, and then proceed to those whose shapes are more complicated, my New York point cards begin with letters easy to recognize by touch, such as e, a, f —one, two or three dots in the upper row—and t, n, u—one, two or three dots in the lower row. After practice with words composed of these letters, those more complicated are introduced, step by step, with practice words between, until all the small and capital letters, contractions, numerals, etc., have been represented. For the teacher I have made a set of cards in ink type, corresponding to the raised-letter cards, with each letter, or character, or word, printed in ordinary Roman type contiguous to the black-letter point imitation. Using these, any person who can read can instruct a blind person without any study on the part of the teacher, and with no trouble from the blind person's finger getting between the raised print and the teacher's eye. These cards will be supplied free to anyone requiring them, and any blind person who learns to read will be supplied with books. Our circulating library, which is open, free of cost or of postage, to all the blind in Ontario, is well supplied with books in three styles of type, the Moon, the line letter, and the New York point, and all the books in the last-named type, published at the American Printing House in Louisville and suitable for use in Canada, are promptly purchased and added to stock. Our own little point printing office is kept busy on school books and appliances, and does nothing to supply books for the circulating library. The reason for this is obvious. The cost of setting the type, or of punching the brass plates, for a book would buy many more copies of that book than would be required for a circulating library, which usually needs only one copy, and rarely as many as four, of any book. Books in any tactile print are bulky and expensive, so that few of the blind can afford to buy them, hence the necessity for a free circulating library such as the Government provides in this Institution for ex-pupils and other blind adults. The catalogue of books was printed in last year's report and copies of it can be had on application.

The members of the Royal Commission on Technical Education visited the Institution on October 10th, and in the afternoon of the same day I gave evidence before the Commission on the work done in the Institution. The chairman, Prof. J. W. Robertson, said "he voiced the sentiments of his colleagues when he expressed his surprise at the excellent organization found at the O.I.B. at the visit in the morning, and they were of the opinion that blindness was somewhat atoned for. It was highly creditable to the Province of Ontario to be so solicitous for

Plate Tusing, O. I. B., 1910.

those afflicted and the money was well spent, and an increased expenditure on those that can see would not be begrudged."

I note with pleasure the movements in Montreal, Ottawa and Toronto on behalf of the adult blind, whose claim upon public sympathy would be freely admitted if their circumstances and requirements were better understood. In my opinion a workshop for blind adults, located in Toronto, modelled on the shop in Milwaukee, would be very useful. It would not be self-sustaining.

While the pupils were away at their homes during the summer vacation of 1910, there was an outbreak of smallpox in Brantford. It was mild in character and no deaths ensued, but there were so many cases that the local health authorities thought it best to order a general vaccination of the inhabitants. I sent a circular letter to the parents or guardians of all present and prospective pupils, recommending that the vaccination should be done at home, in order that the sickness and soreness should be gone before the time should come to return to school. This was generally complied with, though in a few instances pupils did not get back in time for the opening of the session, and some have not yet returned. While communicating with the parents on this subject, I took advantage of the opportunity to refer to some other matters on which I desired their co-operation. I requested them to send all money intended for the children's use to me and not to the children, so that it could neither be stolen nor wasted. I told them not to send parcels of victuals to their children to be consumed in their dormitories, because the children would be much healthier eating their three square meals per day in the dining-rooms than lunching on stale cake and other indigestibles. To this I may add that it is very injurious to the pupils to have them go home every few weeks, and frequent or long visits from the parents also retard their progress. Some parents even resent the idea that their children should be happy and contented in the school, though separated from the parents, who are unhappy on account of the absence of their children. They have not learned, or become reconciled to, the law of human nature that parents love their children more than the children love their parents, and yet there is a wise reason for that law. But parental love is unfortunately sometimes mixed with selfishness, as in cases where children who ought to be at school are kept at home and deprived of an education because the loving (and selfish) parents cannot stand the strain of parting from them. The parent who will not forego his own pleasure in the child's company for the child's good will be fortunate if the child does not later reproach him for neglect of duty. It is a misfortune to have a blind child, but a crime to let that blind child grow up in ignorance. That many parents and children value the work that is done for the blind is shown by the following letters of

### Appreciation.

From an ex-pupil now living in British Columbia: "Dear Mr. Gardiner:—Please accept my thanks for the annual report. I think it is a splendid idea to send them to all the old pupils and, like that lady who writes in the last report, I think it would be a splendid thing if every household could be supplied with a copy. It is surprising how little people of the West know of the work done in the O. I. B. I feel very grateful for the privilege of spending five years in the school. The little I learned in cooking has been of great use to me since I came West, and I think as many of the girls as can should take it up. We never know when we may be called on to cook a meal, and it is well to have a little experience. There is very little in the line of housework that I cannot do, and I also earn consider-

able pocket money with my fancy work. I think there are lots of things a blind girl can do if she tries to make herself independent."

From the mother of a pupil: "We have been very much pleased with the success ——— has made while at your school. His reports were very satisfactory; owing to your splendid guidance and instructions, together with those under you. ——— always enjoyed the school and will miss it very much, although I shall endeavor to continue some of his subjects. Mr. ——— joins me in wishing you and your school every success, and thanking you and the teachers for their kindness to ———."

From a mother: "I have read ———'s report carefully and note the progress he has made during the last term. I might say that I am perfectly satisfied with the education he is receiving at the Brantford Institution, and feel that you and the teachers are doing their utmost to fulfil their duty to the blind children."

A father: "I have much pleasure in thanking you for my son ———'s report. I am most pleased with the progress he is making under your care, and I do assure you, Sir, that both his mother and myself sincerely appreciate the care and attention he is receiving both from his teachers and yourself, and we are very grateful, as I am sure ——— will be himself when he grows up into years and is able to understand all that has been done for him."

A father: "Yours with report of our boy's standing received. Considering the short time he has been with you, we feel that the report is very good, and we are very much pleased with it. Hoping you may be spared many years to continue the good work you are doing, I remain," etc.

A mother: "I am really glad that I sent my little boy to the Brantford School. I dreaded to send him so far from home, but I know it has been for the best."

An ex-pupil: "Thank you for the two *Expositors,* which were edifying as well as showing kindness. You always speak with such cheer, I am sure the citizens of Brantford will long remember your good works on behalf of the pupils and staff. Your kindness will be always appreciated. I often tell mother your sympathy is great for all, whether they have a goodly portion of mental power or not. I feel as if the years spent at school are like a foretaste of heaven—such patience as you deal with all. I have taken prizes for bead-work at different fairs (all first prizes), and have been asked to furnish more. One cannot make much at bead-work, but it gives pleasure on many occasions. I earned a few dollars this year from it and intend putting it in the savings bank."

A father: "We are well pleased with the progress ——— is making at school."

A mother: "We received her report and think it is an excellent one; it is a credit to both pupil and teachers."

A mother: "I'll take this opportunity of thanking you, Mr. Gardiner, and your staff for your very, very kind treatment of our little girl. We never tire sounding the praises of the O. I. B."

A mother: "Thanking you for all your care and kindness towards her during this term; I am sure she thinks a great deal of you all and enjoys her school days, and if you are up this way any time we would be pleased to have you call and see us."

An ex-pupil: "Of course you may be quite sure I take a very deep interest not only in their progress, but in that of the other girls and boys who come under your care. The children seem to have been very happy at school, but I did not

think it would be otherwise, as my own memories of the O. I. B. are always pleasant. I was sightless then, but I think I never missed my sight until I had to take my place in the world and fight the battle alone. I do trust, Sir, that the time will soon come when some home and employment will be found for those like myself without a home."

A father: "We received your report, which was very gratifying and reflects much credit upon you and your staff of teachers."

A mother: "I again thank you and your caretakers for your kindness to my son. At the closing of another year we see by his report and the letters he sends home that he has improved, and I hope as he goes on from year to year that he will be able to take more interest in his work, for I am so glad that there is such a place for such as my boy, and I again thank you for your trouble, as I know so many children take a lot of care."

A mother: "I must thank you ever so much for your great kindness to my dear daughter. My husband and I are delighted with the report of her. I am sure she is getting on wonderfully in her schooling, and she is very happy, so she tells us in her letters. I am sure she is trying her very best to get on and do all she is told, and we are more than delighted with her progress in her work. Will you kindly thank her teachers?"

A pupil's friend: "Thank you very much for sending me ——— ———'s report. I was so pleased to see how well she has got on. She is evidently a bright girl and willing to apply herself to her studies, and what a blessing such an Institution as yours is to these poor blind children; how thankful we ought to be they are provided by Governments."

A mother: "I want to thank you for all your kindness to my dear little son, but words won't express what I feel, so you must just remember he is my only son and I love him dearly, and your school is giving him his chance in life as nothing else could."

A father: "Just a word in appreciation of the grand work you are doing. We are well pleased with the progress, care and attention ——— has been accorded since he has been under your guidance. Wishing you continued success in your great work, I am," etc.

A father: "I wish to thank you for the pleasure we had in receiving and reading the annual report, and in the other report I find a little improvement in her kindergarten work."

A mother: "We are very pleased ——— is getting along in school. We both wish to thank yourself and teachers and nurse for the care they have given little ——— during the term. Trusting he will do even better next term, wishing yourself and teachers a very enjoyable holiday."

A father: "———, my son, has arrived home safe. He wishes to let you know and accept his sincere thanks for your kindness toward him. Although I never had the pleasure of meeting you personally, you and the rest of the staff have my sincere thanks for their kindness towards him."

A father: "We are very pleased with ———'s progress and think he has got on famously, and glad his health remains good. Mrs. ——— and I are very grateful to you and his teachers for the advancement he has made this term."

A mother: "I am very pleased at my son's progress in his work and feel sure that you are all doing your duty by him."

An ex-pupil: "I have indeed felt disappointed not hearing from you since I left the school. I did not receive even a Christmas programme. I feel just as in-

East Wing, Main Building, O. I. B., 1910.

terested in the school now as when I was there. I have just received the annual report. I am very thankful to you for it."

A mother: "I have also to thank you for the annual report. It is very kind of you to send me the extra copy. I think it should be widely read, because very few people really think or know what the blind are able (when properly taught and trained) to do. I can look back to the time my son was in the hospital, and I was repeatedly told there was no cure for him, and he was not to be bothered with lessons as it would injure him other ways. I felt very much depressed on his account. I could not see what would become of him if anything happened to his father or myself, but now I feel so thankful, for I notice some improvement every time he comes home, both in his habits and also what he is gaining in every branch of education. I confess I was rather afraid for him to leave home at first, but since the first term I never had a doubt about him, for everything about the Institution is calculated to form habits of cleanliness, good behaviour and industry. I have to thank all the dear teachers, and especially you, dear Mr. Gardiner, for the care and kindness shown to ———. I am sure there is not one of his teachers but he speaks of in love and respect, and dear Mrs. Kirk, too, for her care of his wardrobe, and Miss Cronk for all her kindness to him."

An ex-pupil: "I suppose the yearly report will soon be out. I am always watching for it at this time of year, and it seems like a nice long letter."

A father: When meeting my son, "I had the pleasure of having a good shake-hands with Mr. Wickens, a very kind and pleasant gentleman. My son is delighted with his first year at the Institution, and my wife and myself cannot express too much our sincere thanks to you, Mr. Gardiner, and to your able staff for all the kindness and attention you paid to my son during his sojourn at the Institution, and I may tell you, Sir, even though it is very hard to separate ourselves from our boy, we know that he is so well cared for that we make a good sacrifice."

A mother: "We also received the report of her work. We all think she is doing well for the short time she has been there. Thanking you for all your kindness to her."

A mother: "We received ———'s report, and we are very pleased with how he is progressing with his studies."

An ex-pupil: "I received the annual report. Please accept my hearty thanks for same. It is always interesting to me to hear of the work that is being done at the O. I. B. I know that those who spend their childhood at the school receive the greatest help; still I feel greatly benefited by the three years I was at Brantford."

A mother: "Just a line to thank you for sending me my daughter's report, and also for the yearly report. I thank you for the trouble you must have taken with my poor girl, and I wish you every success with your work in your Institution."

From across the sea: "Fuer die freundliche Zusendung Ihres so interessanten Jahresberichtes erlaubt sich die ergebenst gefertigte Direktion ihren allerbesten Dank auszusprechen und mit dem Ausdrucke vorzueglicher Hochachtung zu zeichnen. Die Direction der Klar'schen Blindenanstalt in Prag."

A mother: "I have received your last report and read it all through. Accept my best congratulations for the wonderful work that has been done during this year. It is written that 'those who instruct others will shine in heaven like stars.' I am sure that you will. It is surprising to see all the work that is done in the O. I. B., for these poor unfortunate creatures, in teaching them everything

which will be useful in this world. Your work is great towards God, and if the Almighty rewards those who take pity on misfortunes, you, the personnel or the staff of the O. I. B., will be the first one on the row to be rewarded. For my part, it is my desire or wish to let my son go on with his instruction under your jurisdiction till he will be advanced enough to earn his living. I am very satisfied so far with his music. I think he has an extra music teacher, because I could not help myself weeping in hearing his music last year; the child has so fine a touch and his music was so sentimental. I could not possibly understand how my son could play Mozart, Paderewski and other great masters in so small a length of time, but I recognized afterwards that his music teacher must be an artist herself, and tried to have her music pupils become artists themselves. May God bless you and all the professors for the welfare procured to all those who are under your control."

A pupil's relative: "I write you these few lines to thank you for copy of annual report of the Ontario Institution for the Blind, which I was pleased to receive from you on Thursday last. Its perusal helps me to appreciate the noble and wonderful work you have in hand, and indeed we realize from the experience of Miss ——— the great and lasting benefit which has resulted in her case, and which no doubt is the same in every case under your care. She is enabled now to occupy her time in doing something useful, and in a great measure this occupation of the mind prevents her from brooding over her affliction, and inspires her with a confidence which she otherwise would not have. I again wish to thank you, sir, for the kindness and attention you have bestowed on Miss ——— since she has been a pupil of the O. I. B., and trust you may long be spared to labour in the noble work of the education of the blind."

A father: "Now, my dear sir, I wish to thank you most heartily for your many kindnesses shown to my daughter during her stay at school. It is a great relief to me to know she has been so well looked after, as she herself tells me you have been like a second father to her. I cannot find words to express my gratitude to you, but I can say 'thank you' from the bottom of my heart. I have received her report, which I am very pleased with."

An ex-pupil: "You may be sure that I was pleased to receive a programme of the Christmas concert, and I thank you for remembering me. When sending out the annual reports I hope you will not forget me. An effort is about to be made to start a society here in aid of the adult blind. Some of our good people are becoming alive to the fact that all blind persons cannot be music teachers and piano tuners. Mr. ——— and his folks are much interested in the cause of the blind. I think this is due to the reports which he received from you while I was at school. I have been asked to write to you for some information."

### Attendance.

The total registration of pupils in the session of 1909-10 was 130, six more than in the preceding session; at the opening on September 22nd, 1909, there were 113 pupils as compared with 108 at the opening of the preceding session; at the close 117, as compared with 116. Seventeen pupils, who were not present at the opening in September, arrived during the session. The largest number in attendance at any one time was 125. Of the thirteen pupils who were present during a part of the session, but did not remain until the end, one male was sent away when it was ascertained that his domicile was in the Province of Quebec; one male left on his mother's removal to Detroit; one male was called home by his father

on the recommendation of the Principal; one male left to go into business as a basket-maker; one male went home to have his eyes treated, and one male was ill at home in the Christmas holidays and did not return. Four females withdrew on account of illness; two for domestic reasons, and one was taken home by her parents who were dissatisfied. Two of these are back this term. Of the 117 pupils who were present at the end of the session, there were 61 males and 56 females.

The number of pupils in attendance at the opening on September 28th, 1910, was 109, as compared with 113 at the corresponding date in 1909, and 117 at the closing of the school term on June 15th, 1910. Of those in attendance at the close of the last term, 93 had returned; five former pupils who were not here at the close of last term had come back, and eleven new pupils had been enrolled. Of the five described as former pupils, three were not in attendance during any part of the session of 1909-10. Of the 24 who left in June and did not return in September, four have since returned, and the absence of the other twenty is thus explained:

Six males remained at home on account of poor health; two males had completed their course in the basket shop and intended to go into business, and two males did not want to come back, though their parents wished them to return. One female removed to Detroit; two females had completed their studies; two females were in poor health, and five females, detained by domestic reasons, will probably be back.

The ages of the new and re-admitted pupils are as follows:

| Males. | | Females. | |
|---|---|---|---|
| Twenty-two years | 1 | Twenty-five years | 1 |
| Nineteen years | 1 | Nineteen years | 1 |
| Eighteen years | 1 | Seventeen years | 1 |
| Ten years | 2 | Fourteen years | 1 |
| Nine years | 1 | Twelve years | 2 |
| Eight years | 1 | Six years | 1 |
| Seven years | 2 | | |
| Total males | 9 | Total females | 7 |
| | | Total males | 9 |
| | | Total males and females | 16 |

The total registration in the official year (thirteen months), October 1st, 1909, to October 31st, 1910, was 144—77 males and 67 females—against 142 in the preceding official year.

## Pupils Registered in Session, 1909-10.

| Name. | Residence. |
|---|---|
| Beach, Sparling | Ottawa. |
| Black, Herbert | Ottawa. |
| Burgess, Lloyd | Princeton. |
| Chatelain, Jean | Borromee. |
| Clappen, William | Belleville. |
| Clarke, Walter | Toronto. |
| Clemmett, Wilbert | Omemee. |
| Colby, Edward | Stratford. |
| Cotter, James | Ottawa. |
| Crew, William | Toronto. |
| Cundy, John | Regina, Sask. |
| Damude, Orval | Thorold. |
| Derbyshire, Byron | Athens. |
| Duff, Charles | Banda. |
| Elnor, Harold | Toronto. |
| Fonger, Stanley | Bruce, Alta. |
| Garlick, Walter | Ottawa. |
| Godbout, Antonio | Ottawa. |
| Golz, Gustav | Beausejour, Man. |
| Graham, Glen | Birnam. |
| Green, Harold | Winnipeg, Man. |
| Grills, Ion | Campbellford. |
| Harvey, Walter | Toronto. |
| Hawken, Howard | Whitby. |
| Henderson, Richard | Schomberg. |
| Higgins, Thomas | Toronto. |
| Johnston, Harold | Brockville. |
| Kelland, Wilber | Kirkton. |
| Landriau, Valmore | Ottawa. |
| Lee, George | Epping. |
| Lott, Albert | Brussels. |
| Marcotte, Cleophose | Mattawa. |
| Martel, Ubald | The Brook. |
| McAvoy, Thomas | Bruce Mines. |
| McBride, Charles | Danforth. |
| McCaul, David | Ottawa. |
| McCutcheon, Roy | St. Thomas. |
| McDonald, Norman | Mitchell. |
| McKim, Burney | Picton. |
| Mealing, Oliver | Brantford. |
| Murch, Wilson | Fairground. |
| Murray, Ancile | Goderich. |
| O'Donnell, James | Lanark. |
| O'Keefe, William | Hamilton. |
| Ouellette, Arthur | Belle River. |
| Patterson, Clifford | Hamilton. |
| Paul, Leonard | Haileybury. |
| Porte, Aquila | Aylmer. |
| Price, Frederick | Niagara Falls. |
| Raymond, Walter | Collingwood. |
| Rees, Walter | Sault Ste. Marie. |
| Richardson, Robert | Hamilton. |
| Robinson, Charles | Barrie. |
| Ross, Leslie | Elstow, Sask. |
| Ryan, Ener | Lucan. |
| Salter, Melville | Oshawa. |
| Sherman, Leonard | Taber, Alta. |
| Simmons, Walter | Copper Cliff. |
| Smith, Joseph | London. |
| Steele, Frederick | Perth. |
| Thompson, William | Toronto. |
| Tomlinson, Roy | Saskatoon, Sask. |
| Vance, Frank | Toronto. |
| West, Lionel | Galt. |
| White, Harry | Swansea. |
| Wilkinson, Byron | Sarnia. |
| Yarocki, Harry | Garland, Man. |
| Ash, Rachel | Sarnia. |
| Bickerton, Gladys | Navan. |
| Branston, Ethel | Millgrove. |
| Brunsden, Alma | Brantford. |
| Bullock, Eva | Woodstock. |
| Buss, Anna | Mille Roches. |
| Catling, Nellie | Goderich. |
| Conybeare, Nettie | Innerkip. |
| Cox, Winifred | Paris. |
| Crawford, Annie | Strathroy. |
| Cuneo, Mary | Toronto. |
| Curry, Catharine | Toronto. |
| Davidovitz, Esther | Hamilton. |
| Davison, Winifred | Griersville. |
| Doherty, Marguerite | Peterborough. |
| Duciaume, Eva | Rockland. |
| Dunlop, Maud | Cooper's Falls. |
| Elliott, Isabel | Elkhorn, Man. |
| Fox, Irene | Walkerville. |
| Fruiter, Pearl | London. |
| Heaphy, Norah | Ottawa. |
| Henrich, Evelyn | Brantford. |
| Hepburn, Alice | Port Elgin. |
| Hepburn, Harriet | Port Elgin. |
| Hewison, Betsy | Toronto. |
| Ingram, Elizabeth | Ottawa. |
| James, Gertrude | Waterford. |
| Johnston, Charlotte | Guelph. |
| Kaufman, Blanche | Ridgetown. |
| Lammie, Amy | Hensall. |
| Lammie, Greta | Hensall. |
| Lansdowne, Norah | Toronto. |
| Loomis, Pearl | Taber, Alta. |
| Marsh, Mary | Holland Landing. |
| Martin, Muriel | Toronto. |
| McEwen, Geraldine | Radisson, Sask. |
| McQuade, Ethel | Stratford. |
| Meehan, Laura | Toronto. |
| Miles, Mildred | Toronto. |
| Miller, Susan | Gravenhurst. |
| Munro, Isabel | Woodstock. |
| O'Neill, Mary | Ottawa. |
| Quinn, May | Hillside. |
| Rooke, Emma | Dereham Centre. |
| Routley, Elsie | Toronto. |
| Rusk, Elizabeth | Barkway. |
| Sage, Edna | London. |
| Sage, Verna | London. |
| Sells, Kathryn | Dubuque. |
| Slay, Gladys | Sarnia. |
| Slough, Grace | Fenwick. |
| Speers, Edith | Griswold, Man. |
| Spicknell, Letitia | London Junction. |
| Squair, Ethel | Williamstown. |
| Stearns, Sarah | Ottawa. |
| Stephenson, Muriel | Collingwood. |
| Stevens, Ethel | Peterborough. |
| Thompson, Gladys | Toronto. |
| Thompson, Teresa | Hamilton. |
| Wilcox, Catharine | Toronto. |
| Wooldridge, Eleanor | Toronto. |
| Woodcock, Gladys | Palmerston. |
| Wright, Elsie | St. Catharines. |

NEW PUPILS AT OPENING OF SESSION, 1910-11.

| Name. | Residence. | Name. | Residence. |
|---|---|---|---|
| Gustavus Barton | Kazubazua, Que. | Alice Darby | Ottawa. |
| Frederick Clissold | Toronto. | Alta Fitzpatrick | Wheatley. |
| Clarence Earle | Toronto. | Alice Griffin | Hawtrey. |
| Orville Frayne (re-admitted) | Forest. | Eva Muntz (re-admitted) | Vegreville, Alta. |
| Edward Kennedy | Ottawa. | Effie Smith | Ottawa. |
| Joseph Sutherland | Sutherland, Sask. | Ethel Branston (re-admitted) | Millgrove. |
| Cecil Vincent | Crookston. | Betsy Hewison (re-admitted) | Toronto. |
| Aitken Watson (re-admitted) | Maple. | | |
| Harold Webb | Allandale. | | |

ENTERTAINMENTS.

Before settling down to the regular Tuesday evening entertainments by the pupils, the Principal provided the programme for a few evenings, covering such topics as an analysis of point print, a description of his vacation trip to the Pacific coast, going by Northern Pacific and returning by Canadian Pacific; the origin and meaning of the pupils' Christian names and surnames, etc. On October 30th, 1909, the programme for the Hallowe'en concert included not less than thirty-four numbers, songs, recitations, instrumental selections, etc., being volunteered in profusion. Those taking part were Norah Heaphy, Mildred Miles, Mary O'Neill, Marguerite Doherty, Betsy Hewison, Eva Duciaume, Sarah Stearns, Gertrude James, Teresa Thompson, Gladys Bickerton, Gladys Woodcock, Blanche Kaufman, Muriel Stephenson, Pearl Fruiter, Greta Lammie, Mary Marsh, Muriel Martin, Norah Lansdowne, Susan Miller, Rachel Ash, Mary Cuneo, Amy Lammie, Charles Duff, Wilson Murch, Leonard Sherman, William Thompson, Howard Hawken, Walter Garlick, Sparling Beach, Clifford Patterson, Melville Salter, Charles McBride, Jean Chatelain, Frank Vance, Herbert Black and Aquila Porte. This long programme was run off in record time, with an intermission for the refreshments provided by the Matron.

On the afternoon of November 11th the members of the Welsh Choir, who had given an entertainment on the preceding evening in the city, visited the Institution and sang for the pupils, to their great delight.

In the evening of Nov. 19th the choir of St. Andrew's Presbyterian Church, under the leadership of Mr. S. Percy Davies, with Mr. W. J. R. Davies as organist, gave a programme of solos, choruses and readings in the Music Hall, in which the Misses Moffatt, Mr. Gun Munro, Mrs. Davies, Mr. Graham, Miss Gilmore, Miss Davis, Miss Pym, Miss Milligan and others took part.

The Christmas concert was held on Dec. 21st, and in reporting it the Brantford *Courier* said:

"The continued popularity of the entertainments at the Ontario Institution for the Education of the Blind was demonstrated Tuesday night by the size of the audience, which filled every seat in the music hall of the Institution. Principal Gardiner, in his brief opening remarks, explained that the work of the session had been interfered with to some extent by the illness of two teachers, although the pupils had enjoyed exceptionally good health. A class had been organized in Sloyd work, with very encouraging results. As is customary at the Christmas concerts, the younger pupils took a prominent part in the programme. Miss Lee, the kindergarten teacher, had prepared four of her little pupils to recite, besides training

the whole class for the cantata, 'The Sweetest Song.' There were four other recitations by older pupils. Albert Lott, of Brussels, gave that old favorite, 'Bingen on the Rhine,' which has seldom been heard to better advantage, his enunciation being perfect. Edith Speers, of Griswold, Manitoba, recited Hood's 'Bridge of Sighs' most feelingly, her graceful gestures adding to the effect of her performance. Susan Miller, of Gravenhurst, and Clifford Patterson, of Hamilton, gave, respectively and consecutively, 'The Night Before Christmas' and 'The Night After Christmas,' both of which recitations were deservedly applauded. Greta Lammie, of Hensall, and Muriel Stephenson, of Collingwood, two sweet little maids, quite captured the audience with the pieces, 'My Doggie' and 'The Middle Child,' and equal success was attained by the two little boys, Frank Vance, of Toronto, in 'Poor Santa Claus,' and Fred. Steele, of Perth, in 'When Papa was a Boy.' All the reciters spoke distinctly, and the memorizing was perfect. Charles Duff, who is always a favorite with a Brantford audience, played with his usual skill and musical taste. Pearl Loomis, although somewhat nervous, showed she possessed a good musical temperament. Ethel McQuade possesses a good, clear technique, and gave her selections in excellent style. Verna Sage played with a thorough understanding, and gave a splendid interpretation of the 'Cradle Song.' The 'Quartette,' by Harold Elnor, Jean Chatelain, Charles McBride and Clifford Patterson, was brilliantly performed, while the vocal duet by Misses Elliott and Spicknell was a surprise to all, their voices blending beautifully together. Eva Bullock made a most efficient accompanist. Wilson Murch played with excellent effect the last organ number, and he promises to become a brilliant organist. The musical part of the programme was excellently rendered, both instrumental and vocal selections showing the results of careful training. The two numbers by the choral class were of exceptional interest. Mr. W. Norman Andrews, the musical director, when on a visit to England during the past summer, called upon Sir Frederick Bridge, Mus. Doc., M.V.O., at Westminster Abbey. Sir Frederick very kindly inquired about the O. I. B. choral class, and sent them two of his compositions, which were sung so well by the class Tuesday evening. 'God Save the King' brought a most enjoyable programme to a close. Before the singing of 'God Save the King' a vote of thanks for the excellent programme was moved by Rev. Mr. Mansell, seconded by Thomas Wade, Esq., and ably supported by S. F. Passmore, Esq., all of whom spoke words of encouragement to the teachers and pupils."

The programme at the Christmas Tree concert on December 25th was enjoyed by about half the pupils, the other half having gone to their homes to spend the holidays with their friends. It was as follows:

| | |
|---|---|
| Violin solo | David McCaul. |
| Piano duet | Isabel Elliott and Letitia Spicknell. |
| Recitation | Rachel Ash. |
| Song | Elizabeth Ingram. |
| Recitation | Mary O'Neill. |
| Song | Pearl Fruiter. |
| Piano solo | Ethel Squair. |
| Song | Harold Green. |
| Round | Eighteen girls. |
| Recitation | Sarah Stearns. |
| Song | Howard Hawken. |
| Piano solo | Mary Cuneo. |

Violin .....David McCaul.
Song .....Norah Heaphy.
Recitation .....Leslie Ross.
Piano solo .....Geraldine McEwen.
Recitation .....Irene Fox.
Piano solo .....Walter Raymond.
Recitation .....Harriet Hepburn.
Piano solo .....Jean Chatelain.
Song .....Kathleen Garrett.
Piano solo .....Pearl Loomis.

There was something on the tree for every pupil, and the distribution of gifts was not the least enjoyable item of the evening's programme.

On March 17th, Miss Stanford, an English lady who had served as a medical missionary in India, addressed the pupils, telling them of the wonders of that distant land.

The next day (March 18th), Rev. Mr. Hall, of South Africa, told the story of Nelson and the "Victory," and presented the school with a shield made from the copper taken from that famous ship.

On April 27th Mr. Henri K. Jordan, organist of the Brant Avenue Methodist Church, brought several of his pupils to the Institution, and gave a delightful entertainment on organ, piano and violin.

The closing concert, held on June 13th, was thus reported in the Brantford *Expositor:*

The closing concert of the Ontario Institution for the Blind last evening drew out the usual large audience, and though many were obliged to stand in the aisles and corridors, there was no abatement of the enthusiasm with which the program was received. Principal Gardiner, in his opening remarks, mentioned that the attendance during the session just closing, had been larger than in any year since his connection with the Institution, but he did not infer from this that blindness was increasing in the province. The programme opened with an organ selection, "Sonate Op. 40, No. 1." (Guilmant), by Charles Duff, who played this long and difficult piece in his usual masterly manner, and later in the evening rendered Bach's "D Minor Toccato and Fugue," on the organ, and Chopin's "Ballade, Op. 47" and "Polonaise, Op. 22," on the piano, the orchestral parts in the last piece being taken by Eva Bullock on the organ. Miss Bullock also played the solo, Heller's "Im Wald," winning deserved applause. On the vocal side the program was particularly strong. The choral class sang Mendelssohn's "Spring" and Thompson's "Come Where the Lilies Bloom," the solo parts in the latter being taken by Edna Sage and Richard Henderson; also Leslie's "Lullaby of Life," and as the concluding chorus, Mendelssohn's "Trio, Female Voices" and Caldicott's "With Horse and Hound," Mr. Andrews playing the accompaniments. Richard Henderson and Edna Sage sang as a duet, Cook's "Question," their voices blending beautifully, and there were four vocal solos. Isabel Elliott, who has been a favorite with concert audiences for three or four years, both as a singer and as a reciter, appeared to good advantage in Handel's "Angels Ever Bright and Fair"; Edna Sage sang the old English air, "The Lass with the Delicate Air," very sweetly, and was the recipient of a very beautiful bouquet, presented very gracefully by little Beth Meakins. Emma Rooke, who possesses a voice of singular sweetness, sang Cowen's "Swallows," and Richard Henderson excelled all his best

Girls' Playground, O. J. E., 1910.

previous efforts in Capel's "Lorraine, Lorraine, Loree." At the conclusion of the programme Mr. Gardiner read the names of the pupils who had passed in the recent musical examinations with their relative standing, explaining that, as the report had just reached him, the certificates won would be forwarded to the pupils at their homes. The list included:

MR. ANDREWS' PUPILS.

Piano, Second Grade—Eleanor Wooldridge, second class honours; Verna Sage, pass.

Four Grade—Charles Duff, second class honours; Eva Bullock, pass.

Organ—Charles Duff, first class honours. (This pupil was also awarded the diploma of the Canadian Guild of Organists.)

Voice Training, First Grade—Isabel Elliott, first class honours; Catharine Curry and Letitia Spicknell, second class honours; Emma Rooke and Edna Sage, pass.

Second Grade—Isabel Elliott, pass.

Third Grade—Richard Henderson, first class honours.

MISS MOORE'S PUPILS.

Piano, First Grade—Mary Cuneo, Charles McBride, Clifford Patterson, first class honours; Gertrude James, Ethel Squair, Richard Henderson, second class honours; Isabel Elliott, Letitia Spicknell, Edward Colby, Harold Elnor, Albert Lott, pass.

Third Grade—Catharine Curry, Jean Chatelain, pass.

Harmony, First Grade—Mary Cuneo, Isabel Elliott, Verna Sage, Sarah Stearns, Eleanor Wooldridge, Clifford Patterson.

Second Grade—Eva Bullock, Catharine Curry, Ethel McQuade, Jean Chatelain.

Third Grade—Charles Duff.

Musical History, First Grade—Mary Cuneo, Isabel Elliott, Verna Sage, Sarah Stearns, Eleanor Wooldridge.

Second Grade—Eva Bullock, Catharine Curry, Ethel McQuade, Jean Chatelain.

Third Grade—Charles Duff.

Counterpoint—Eva Bullock, Catherine Curry, Ethel McQuade, Charles Duff.

MISS HARRINGTON'S PUPILS.

Piano, First Grade—Esther Davidovitz, Sarah Stearns, Byron Derbyshire, first class honours; Edith Speers, Ethel Stevens, second class honours; Winifred Davison, Geraldine McEwen, Emma Rooke, Glen Graham, Leslie Ross, pass.

Third Grade—Ethel McQuade, second class honours.

Mr. Andrews presented the diploma of the Canadian Guild of Organists to Charles Duff, with a few appropriate remarks explanatory of the nature and advantages of an associateship in the Guild.

As a treat for the pupils, Mrs. Charles Meakins, of New York, sang "I Love You," by Sobeski, and "The Message of the Rose," by Gottschalk, her magnificent voice being admired by all who heard it.

Venerable Archdeacon Mackenzie, W. S. Brewster, M.P.P., and Rev. Rural Dean Wright were called on in turn for brief remarks. Dr. Mackenzie, while mis-

sing the recitations with which he had been familiar in former years, complimented the pupils and teachers on their work, bestowing special congratulations on Charles Duff. Mr. Brewster hoped to see additions made to the buildings and conveniences of the Institution, and to see the people of Brantford take more interest in its welfare. Mr. Wright was pleased with the work done by Mr. Andrews and his assistants, and he exhorted the pupils not to study too hard during the vacation, which he hoped they would all enjoy. A most enjoyable evening was brought to a close by the singing of "God Save the King," in which the audience joined.

At the opening of the session in the fall of 1910 the Tuesday evening entertainments were resumed, the Principal leading off with a travel talk on his vacation journeys to Little Rock, Arkansas; Brockville, Ontario, and Brooklyn, N. Y. The next Tuesday evening two of the pupils supplied the programme. Richard Henderson told of his journey through the Canadian Northwest as far as Banff, and Catharine Curry described her journey to St. Anne de Beaupré, the celebrated shrine below Quebec. A week later Orville Frayne, who had been absent from school for a session, gave an address on what a blind man can do on a farm, and Maud Dunlop drew from her experience to describe what a blind woman can do in a farm house. Besides the dissemination of useful information, exercises of this kind are useful in teaching the older pupils to think on their feet.

Owing to the change in the termination of the official year, this report covers thirteen months, and includes the combined Thanksgiving and Hallowe'en concert on Oct. 31st, in which over thirty of the pupils took part.

## Outside the Institution.

Pupils and ex-pupils have done credit to themselves and to the Institution during the year in their public appearances in various parts of the Dominion. The Woodstock *Sentinel-Review* of Nov. 9th, 1909, reported that "the recital given in the College Avenue Methodist Church by Mr. Chas. Duff, the Blind Organist, attracted a very large crowd, and shortly after 8 o'clock the building was filled to overflowing. Rev. Geo. W. Barker, the pastor, presided, and the recital was opened by the singing of a hymn. Mr. Barker then shortly introduced Mr. Duff, whose first number was the famous Wilhelm Tell Overture. To those who have heard Mr. Duff play before, each selection was a fresh pleasure, while to those who last night heard him for the first time the recital must have been a revelation. The exquisite daintiness of his light musical touch, the simple unaffectedness of his playing and the sympathetic ease with which he controlled his instrument spoke eloquently of the love he has for music and the consolation he finds in it. There is in his playing at times a yearning and pathos which lend added charm to his masterly work and the firm gentleness of his touch brings out all that is best in the composition. Mr. Duff played several numbers on the piano, and on this instrument the purling delicacy of the notes was perhaps more noticeable than on the organ. In one of his piano selections Mr. Duff gave evidence of his technical powers, betraying a running evenness very delightful to listen to. One of his last numbers was a composition by Sir Frederick Bridge, organist of Westminster Abbey, written in special recognition of Mr. Duff's ability as a musician. At the end of the programme Mr. Duff played by request 'The Two Larks,' a composition which lacks nothing in point of lightness and airiness of melody and technique."

The Parkhill *Gazette*, of June 2nd, 1910, in the course of its report of a concert given by the Parkhill Choral Society, under the management of Mr. Ernest A. Humphries, said that "Mr. Charles Duff, the young blind pianist, provided a

novelty for our people in his splendid playing of the great 'Polonaise Brillant' of Chopin, with orchestra accompaniment, and his performance was nothing less than dazzling in its brilliance. His fingers played the soft passages like the footfall of fairies and he produced the strong parts with the arm of a giant. Tuneful, brilliant and charming in itself, the Polonaise became a cascade of pearls under the touch of this wonderful young man. He has made such remarkable progress for his age that any person may safely predict a triumphant future for him. One of his points of pride is that his old friend, Mr. Humphries, gave him his first music-lesson."

The Toronto *News,* of Nov. 2nd, 1909, in reporting the annual concert of the Toronto College of Music in Massey Hall, contains the following reference to an ex-pupil: "Mr. Thomas B. Kennedy, of Guelph, sang Rossini's 'Pro Peccatis,' from the Stabat Mater, most acceptably. Mr. Kennedy possesses a full and rich baritone voice, which, though of moderate range, is thoroughly pleasing."

The Brockville *Recorder,* of Nov. 2nd, and the Smith's Falls *Record,* of Dec. 21st, 1909, contain appreciative references to entertainments given in those towns by Roy Wilson, elocutionist; Joseph Boudreault, vocalist, and Herbert C. Treneer, organ and piano soloist.

Mr. John Nicolson, another ex-pupil who was a favorite at O. I. B. concerts for several years, has been doing excellent work in Northern Ontario since he left the school. The Burk's Falls *Arrow,* of May 5th, 1910, says in its report of the local concert that "Mr. Nicolson is a coming star of the first magnitude as a tenor singer. He possesses a voice of great compass and peculiar sweetness of tone; and whether in patriotic, sentimental, pathetic, tragic, or humorous selections he appears to be perfectly at home. In 'Long Live the King' his magnificent voice was probably heard at its best, and stirred the patriotic feelings of his hearers to such an extent as to secure a most enthusiastic recall. Indeed, in all four numbers, Mr. Nicolson was warmly encored. Both on and off the platform, Mr. Nicolson has become a prime favorite with the people of Burk's Falls."

The Sturgeon Falls *Gazette,* in its issue of May 26th, reporting a concert at Cache Bay, says that "Notwithstanding the inclemency of the weather on Monday evening, Gordon's Hall was packed to its utmost capacity, even standing was at a premium. The occasion was an entertainment given by Mr. John Nicolson, celebrated blind tenor vocalist. Regardless of his affliction, Mr. Nicolson is rapidly forging to the front as a singer of great promise. He possesses a beautiful, rich voice of great magnitude, clear sweet tone, and sings with fine feeling and pathos, and has perfect command of his vocal power. In his song, 'The Toilers,' he has left a lasting impression here, and his Scotch numbers won the admiration of his audience. Mr. Nicolson had to be recalled after each selection."

The *Advertiser,* of June 9th, said: "Last Sunday morning Mr. J. Nicolson, the blind vocalist, sang a solo in the Presbyterian Church which was greatly enjoyed by those who heard it. In the evening he gave two selections in the Methodist Church which delighted the large audience. Mr. Nicolson possesses a magnificent tenor voice of great power and sweetness. His singing was marked by great depth of feeling and could not fail to appeal to his hearers. About eight years ago Mr. Nicolson met with a painful accident in which he lost the sight of both eyes. Since then he has devoted much time and attention to the training of his voice. At the concert on Monday evening his singing was again appreciated."

During the long vacation of 1910 our girl pupils were not idle. The Elkhorn, Manitoba, *Mercury,* of August 11th, stated that "The Methodist Church was

Educators of the Blind, Little Rock, Arkansas, Convention, 1910.

crowded on Monday evening to hear Miss Belle Elliott and those who filled one of the best programmes that has yet been rendered by local talent before an Elkhorn audience. Miss Belle Elliott is so well known and appreciated, and so much interest is taken in her progress at the Institute, that she is always assured of a large audience and warm welcome in her annual concert at Elkhorn.

"Her opening selection, 'Ora Pro Nobis,' was sweetly sung and rendered with great feeling. Her recitation and readings show that she has great talent, and with added years and strength, we prophesy that she will occupy a prominent position as an entertainer in these branches. Her final selection 'Ninety and Nine' was well chosen and received great applause."

An enterprising merchant in Meaford gave two gold watches as prizes for the best essays on "The Whale," one for a town subscriber and the other for a resident of the country. The latter was won by Winifred Davison, one of our pupils, and her composition was duly published in the Meaford *Express,* as follows:

### Prize Essay on Whale—Country.

When anything is very large it is frequently compared to a Whale. This comparison is very good, when we consider that the largest species of whale, the great Rorqual, is the most enormous of all animals known to inhabit the earth, sometimes exceeding one hundred feet in length. This monster is an inhabitant of the Atlantic and it is a most interesting sight to see him rise to the surface to breathe, and then suddenly disappear again under the blue waters, where he may remain from forty minutes to an hour, if danger is near.

The "Right" or Whalebone Whale, which is of so great commercial value in the Arctic regions, is rarely more than sixty feet long. If it were not so constantly persecuted, it might attain much greater dimensions, as it is naturally long lived and probably grows throughout life. Some of the earlier writers state its length as being eighty or one hundred feet. A whale sixty feet long is estimated to weigh seventy tons.

The Cachalot or Sperm Whale, from which "spermaceti" is obtained, and which lives in the great Pacific, is eighty-four feet in length, and fourteen feet in circumference. The head, which occupies one-third of the whole length, is almost equal in thickness to the body and terminates abruptly.

To capture the Whale, men used to go out in small boats, which enabled them to come up close to it, and spear it with harpoons; but now the harpoons are usually shot from guns at a distance, as a wounded whale is a very dangerous antagonist and can destroy a small vessel in a short time.

When a Whaler wishes to capture a mother and her little one, he always attacks the young whale first, as the mother is much stronger, more active, and more experienced. But the mother never forsakes her little one in the hour of peril. She first tries to accelerate its escape by pushing it with her flippers and her body. If, however, even with this assistance, its pursuers are gaining upon it, she holds it firmly against her neck with one of her flippers, and swims with all possible speed from the dangerous vicinity. Her efforts are often useless, but she will fight to the death rather than abandon her little one.

The Whale is much valued in some of the Northern Countries for its oil or blubber, which is used for food. It is also highly esteemed for the large plates of bone found in its mouth. In some Whales these plates weigh as much as a ton.

Its mouth is very large; but, as its throat is only six inches around, it cannot swallow anything of great size. Its food consists chiefly of small fishes.

The Whale breathes through two holes in the top of its head, sometimes spouting the water twenty feet in the air.

WINIFRED DAVISON,

Griersville, Ontario.

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## LITTLE ROCK CONVENTION

I attended the Twentieth Biennial Convention of the American Association of Instructors of the Blind at Little Rock, Arkansas, June 28th to July 1st. There were over seventy members present, including superintendents, trustees and teachers of twenty-seven schools for the blind, and several who could not attend sent papers to be read at the Convention. The chair was occupied at all the sessions by Mr. B. B. Huntoon, President of the Association and Principal of the Kentucky Schools for the Blind at Louisville. At the opening session on Tuesday evening, addresses of welcome were delivered by Hon. George W. Donaghey, Governor of the State of Arkansas, and Mr. W. P. Fletcher, a member of the State Board. The Governor affirmed that it was the duty of the State to educate the blind as well as the sighted, to become in whole or in part self-supporting, and Mr. Fletcher urged the importance of the movement to prevent blindness. President Huntoon expressed thanks for the speeches of welcome, and then proceeded to read his address to the Convention, emphasizing the important part that the South has taken in the education of the blind. He referred to Otis Batten, Superintendent of the Arkansas School for the Blind during the Civil War, and to other celebrated educators of the Blind in Arkansas and other Southern States. The South, he said, had been a leader in gymnastics and athletics for the blind. After thirty-nine years' experience as teacher and superintendent in a school for the blind, Mr. Huntoon emphatically condemned the admission of blind adults to share in the school work and life of the blind youth. Miss Ruth Christiansen, of Argenta, a pupil of the Arkansas School, contributed a piano solo.

At the Wednesday forenoon session the first topic was: "What is adequate provision for the education of the backward (not feeble-minded) blind child, and how can we meet this problem in our schools?" A paper prepared by Miss Nita F. Dustin, teacher in the New York State School at Batavia, was read by Mr. Burritt, of the Overbrook, Penn., school. Miss Dustin took the position that it would be conducive to better results in teaching the backward blind child if pupils of this class were segregated from the brighter pupils and placed under a special teacher. In this way, she urged, the backward child would not feel its inferiority to such an extent and would not be discouraged in its efforts at study.

Mr. H. H. Johnson, teacher in the West Virginia Schools for the Deaf and the Blind at Romney, took the opposite view, contending that the very fact that the backward child had been set apart from the others would make it feel its backwardness all the more, and instead of aiding in its advancement would retard its development. The child, he thought, would become imbued with the notion that it was hopelessly dull, and without any stimulus from brighter pupils would make poor progress generally.

Mr. John E. Ray, Principal of the North Carolina State School for the Blind at Raleigh, was of opinion that there is a logical avenue to the development of every apparently backward child if the teacher can only succeed in finding it. He told of a blind child coming from the mountain district where the illicit manufacture of liquor prevailed. After trying various methods to excite that child's interest, with poor success, the teacher suggested such words as revenue, moonshine, still, etc., which the boy quickly learned to spell, and ere long there was a satisfactory development, ending in a very fair degree of scholarship.

On the topic, "Educational waste in schools for the blind; its causes and indications; how measured; its prevention," Mr. E. M. VanCleve, Superintendent of the Ohio State School for the Blind at Columbus, read a paper in which he pointed out the waste caused by the employment of poor or indifferent teachers, very often poorly paid, and too often worth less than their low wages. The causes of this waste, Mr. VanCleve said, were often political—the employment of lazy, careless or incompetent teachers merely because of political influence with the appointing boards and not because of capacity on the part of the teacher employed. A teacher who depends on political pull, instead of effective work in the class-room, is *prima facie* unfit to be a teacher. Sometimes poor teachers were inadvertently employed, the boards being honestly mistaken as to the fitness of the applicant. Among other items of "waste" Mr. VanCleve mentioned the teaching of pencil writing. He said there was absolutely no standard by which waste in education could be gauged; only the Infinite could determine the extent of loss to the State and to the schools through these avenues of waste.

A paper prepared by Mr. Wm. B. Wait, Emeritus Principal of the New York City School for the Blind, was read by Mr. B. B. Huntoon, of Kentucky. Mr. Wait did not agree with Mr. VanCleve that the employment of teachers on small salaries necessarily involved educational waste, for he thought the profession of educating the blind ought to commend itself to those of benevolent instincts in such a way as to secure efficient service at moderate cost.

Mr. G. W. Jones, Superintendent of the Illinois School for the Blind, Jacksonville, considered it a waste to give so much attention to music in schools for the blind. The ability to play the piano was of no practical value to many of the children, who had no instruments on which to practice after returning to their homes.

Mr. J. W. Bitzer, of Columbus, contended that the blind child should be taught music, the blind having as keen appreciation of music as the sighted.

I spoke at some length in opposition to Mr. VanCleve's contention that the blind should be taught to use the typewriter in place of the lead pencil, taking the ground that many of the blind pupils would never be in a position to own a typewriter; that the blind, like the sighted, would often have occasion to write notes, letters or memoranda when a typewriter was not accessible, and I added that many sighted people, of good general education, never acquired the ability to write a plain, legible hand. I referred to correspondence between myself and Mr. W. G. Holmes, Manager of the Ziegler Magazine, who was present, on this subject, and gave from memory the substance of the following letters:

"New York, April 15, 1910. Mr. Gardiner, School for the Blind, Brantford, Ontario. Dear Sir,—We have received a number of letters from the blind who were former pupils of your school, who write like the enclosed, and I would like to get a little more information in regard to this, whether or not you teach all your pupils this style of writing, whether the older ones as well as the younger ones can learn it, about how long it takes one to learn, and if most of them can

learn to write as plainly as the enclosed. I would like also to know if it is possible to teach anyone who has never seen to write with pencil as distinctly as this. The most of the schools in the State who teach pencil writing have the blind to write a sort of a square hand and not nearly so plain as this. I would appreciate a reply in regard to the matter. Yours very truly, W. G. Holmes, Manager Matilda Ziegler Magazine."

"Brantford, 18th April, 1910. Mr. W. G. Holmes, Manager Ziegler Magazine, 306 West 53rd Street, New York City. Dear Sir,—We teach all our pupils to write with pencil and grooved card, and many of them, but not all, learn to write as plainly as the sample you enclose. The first lessons are given on the wide grooved card, the letters being formed square according to the teacher's directions as to shape. After a time the pupil gets to using the narrow groove, and the letters are rounded off. Some learn in two months; others take longer, and (like some sighted people) some of the blind never learn to write well. Many who have never had sight learn to write legibly; indeed, our oldest teacher, Mr. W. B. Wickens, says he prefers to teach writing to a pupil who has never been a sighted writer. He has taught many adults who were not in the literary classes, but put in their whole day in the shop at basket work. There is a tendency, after getting away from the company of the teacher, for the blind person to forget the shape of some of the letters, for lack of constant practice, but I receive many well written letters from ex-pupils, who certainly do not write often. I consider the ability to write with the pencil much more important to a blind person than the ability to use a typewriter. Yours truly, H. F. Gardiner, Principal O. I. B."

After several blind delegates had spoken in favor of teaching pencil writing, Mr. E. E. Allen, Principal of the Perkins Institution at Boston, said that he had been opposed to the teaching of pencil writing, but since going to Boston he had had so many strong representations on the subject from blind pencil writers that he had been obliged to alter his opinion and become an advocate of pencil writing.

The first general topic at Wednesday afternoon's session was "The special institution for the blind versus the co-education of the blind and the sighted," with sub-topics, "The higher education of the blind with reference to the direction of practical effort," and "The education of the young blind in institutions versus in schools with the seeing—the advantages and disadvantages of each." The second general topic was "The co-ordination of studies under a single teacher versus the departmental plan."

Mr. Charles A. Hamilton, Superintendent of the New York State School for the Blind at Batavia, contended that culture is necessary for the blind, because the blind person lives to himself to such an extent. He said that many fields of labor are now open to the blind, and mentioned prominent blind lawyers and physicians.

Mr. Frank M. Driggs, Superintendent of the Utah Schools for the Deaf and Blind at Ogden, opposed the idea of having a national college for the higher education of the blind, contending that it is better to send the blind student desiring higher education to the State University, where he can associate with seeing students. He explained that in Utah the State loans such blind students the money needed to take the college or university course, with the understanding that the student shall pay the money back later.

On the second sub-topic papers were read which had been prepared by Mr. George F. Oliphant, Superintendent of the Georgia Academy for the Blind at Macon; Mr. John B. Curtis, Supervisor of Classes for the Blind in Chicago Public

Schools (read by Mr. McAloney of Pittsburg); Miss Carrie B. Levy, Supervisor of Classes for the Blind in Milwaukee Public Schools (read by Mr. Johnson of Virginia); Miss Gertrude E. Bingham, Supervisor of Classes for the Blind in New York City Public Schools (read by Mr. C. F. F. Campbell, of Pittsburg), and Mr. Robert B. Irwin, Educational Agent of the Society for promoting the Interests of the Blind in Cleveland, Ohio. Among the advantages of teaching blind children in schools with sighted children, set forth by some of these writers, it was stated that the young child could thus be kept in the atmosphere of parental love, instead of becoming a stranger to its parents and only an annual visitor in the home; that the blind child would be in constant touch with seeing people and would thus be in better training for dealing with the sighted after leaving school; that business men would have more confidence in a blind person who had been trained with the sighted, and that such education would result in practical sympathy for the blind on the part of the sighted instead of morbid sympathy. On the other hand it was contended that the sighted schools have not the proper appliances for teaching the blind; that the methods of teaching are necessarily different, and that the presence of blind children in the classes would hinder and retard the work done for and by the seeing pupils.

I spoke on the branch of the topic relating to the separation of the child from its parents, reiterating the remarks I had made at Indianapolis two years before, to the effect that it was usually much better for the child to be taken at an early age from the atmosphere of home indulgence, by which it was encouraged to be helpless, selfish and ugly; or to be taken from the home where it was neglected and allowed to indulge in habits difficult to eradicate, such as swaying backward and forward with a rocking-chair motion, shaking the hands, wagging the head, holding the knuckles in the eye, etc. In any school, I said, children do much to educate each other, and nowhere so well as in a special school for the blind could the over-petted blind child be convinced that there were others in the world whose rights were equal to his own. The teaching of the blind in seeing schools might do as a makeshift, when the regular schools for the blind were overcrowded, but as a matter of choice the blind child should be taught in a school specially designed and equipped for the blind.

The second general topic was introduced by Mr. H. Randolph Latimer, teacher in the Maryland School for the Blind, Baltimore, followed by Mr. J. M. Dunn, principal teacher in the Texas School for the Blind at Austin. The general trend of the discussion was favorable to the idea that the co-ordination of studies in the primary grades is to be commended, but that the departmental method of instruction should be followed in the higher grades. Under the co-ordination system one teacher instructs a class of students along all lines, while under the departmental method one teacher instructs only in one subject. It was alleged that co-ordination gives the teacher the chance to become better acquainted with each student, and as the result he probably accomplishes more in instruction work, but the system does not allow the teacher to become as proficient in a special subject as he would be when devoting all his time to that one subject under the departmental method. Another view was that the teacher under the departmental method specializes and, becoming more and more proficient in his lines of work, is constantly looking for a better position and moving from place to place. The question of the relative amount of sympathy between teacher and pupil, under the two systems, was also discussed.

There was no regular session on Wednesday evening, but the Superintendents of Schools in the United States, who are *ex officio* Trustees of the American Print-

ing House for the Blind, at Louisville, Kentucky, held an informal meeting, at which it was proposed that meetings of the Trustees might in future be held in connection with the biennial conventions as well as at Louisville.

A number of the citizens of Little Rock called at the Institution and made the acquaintance of the delegates on Wednesday evening.

At Thursday morning's session the first topic was "The nature and value of contributory effort from the pupils at free residential schools for the blind." Mr. Edward E. Allen, Director of the Perkins Institution and Massachusetts School for the Blind, Boston, read a paper descriptive of the Cottage system which he has adopted for the new location of the Perkins Institution near Boston, and he subsequently displayed plans of the groups of cottages. Instead of living together in one large building, the pupils of Perkins will be divided into groups of about twenty pupils, with two teachers, one house-mother and one maid-servant, to occupy each cottage. The main building will be for school purposes only. In the cottage two pupils will occupy each bedroom; there will be a kitchen, dining room and small laundry, and the pupils, under the direction of the house-mother, will get daily practical lessons in house-work instead of theoretical lessons in Domestic Science. Older and younger pupils will be assigned to each cottage, which they will have for their home as long as they remain in the school. Thus most of the objectionable features of Institution life will be obliterated. Great interest was taken in Mr. Allen's paper and the explanations he gave in answer to questions.

Mr. John F. Bledsoe, Superintendent of the Maryland School for the Blind at Baltimore, and Mr. George W. Bruce, President of the Oklahoma School at Fort Gibson, spoke on the same topic. The Baltimore school is getting new quarters outside the city, and shops for adults will be located in the city.

Mr. Thomas S. McAloney, Superintendent of the Western Pennsylvania Institution for the Blind at Pittsburg; Mr. George S. Wilson, Superintendent of the Indiana School for the Blind at Indianapolis, and Mr. Charles F. F. Campbell, formerly of Cambridge, Mass., but now General Secretary of the Pennsylvania Association for the Blind, spoke on "The relation of the school to auxiliary organizations seeking to aid the adult blind." In the discussion the importance of "after-care" of ex-pupils was emphasized, and the value of such work as is done by Mr. Liborio Delfino, the Pennsylvania Field Officer, in hunting up the blind in the State, teaching the adults to read and to work, and encouraging parents to send their blind children to the schools, was explained. Mr. Wilson was particularly clear and emphatic on the point that the work of the schools for children should be kept distinct and separate from that of the shops or homes for blind adults, by having separate management and locations not too adjacent.

On Thursday afternoon the delegates to the Convention were the guests of the Mayor and citizens of Little Rock, who provided automobiles and guides for a trip through the city and up to Fort Logan.

The Programme for Thursday evening included six round tables, three to be in session from 8 to 9, and three from 9 to 10. In one room Mr. Richard S. French, senior teacher in the California School for the Blind at Berkeley, read a paper on "The Psychology of the Blind," Mr. Chapple, Superintendent of the North Dakota School, Bathgate, leading the subsequent discussion. In another room the paper by Mr. N. C. Abbott, Superintendent of the Nebraska School, Nebraska City, dealt with the question, "Is it desirable that we should bring our schools into closer relationship with the public schools of our locality and of our State? If so, how can this be done?" Mr. Everett B. Tewksbury, Principal of the New York City Institution for the Blind, opened the discussion.

During this hour I attended the round table in the third room, where the topic for consideration was "What trades are proving valuable as breadwinners for the blind?" The design had been to have a paper by Mr. J. T. Morey, of Nebraska, with Mr. J. H. Johnson, Principal of the Alabama Schools for the Deaf and Blind, Talladega, to lead the discussion, but as Mr. Johnson was detained elsewhere until the last quarter of the hour, I was called upon to conduct the meeting. I enumerated the several industries taught in the Ontario Institution, putting piano-tuning first in the matter of remuneration, but making it clear that many blind boys are not adapted to succeed in this trade; I described our method in the willow shop, the plan being to produce a few patterns of baskets only—such as experience had proved to be fairly profitable—instead of trying to produce fancy lines which could be imported ready-made from Europe for about what the material would cost here; I mentioned the success of our pupils in hammock-making, and the beneficial effects of learning the use of carpenter's tools in the sloyd shop; I said we did little in cane chair seating, except to use the process to teach beginners to use their hands; I told of the beautiful (but not very remunerative) work done by our girls in the knitting, crocheting, sewing and darning classes, and of the pretty articles made by both boys and girls with cut and seed beads and brass wire for materials. I described how some of our ex-pupils had succeeded in commercial life, and answered many questions.

After Mr. Johnson arrived, there was a brief discussion on the advisability of having the blind taught to play on portable instruments, so that they could do orchestral work on steamboats and at pleasure resorts. Some of the delegates thought such occupations *infra dig.*

Between 9 and 10 Mr. S. M. Green, Superintendent of the Missouri School for the Blind at St. Louis, conducted a discussion in one of the rooms on "Modern methods of teaching beginners (*a*) reading, (*b*) spelling, (*c*) geography, (*d*) language, and (*e*) the elements of arithmetic." In another room, the topic being "What are some of the problems which confront the teachers of music in our schools, and how are we meeting them?" a paper was read which had been prepared by Miss Hannah A. Babcock, Director of Music in the New York City Institution, on the sub-topic, "A greater degree of thoroughness in the study of music," and Mr. John W. Bitzer, teacher of piano in the Ohio School at Columbus, led the discussion.

At this hour I attended the round table on "What should the public reports of the Superintendents of our schools contain, in addition to the official requirements, in order to make them of the greatest value to the work at large." Mr. J. J. Dow, Superintendent of the Minnesota School at Faribault, who was not present, had sent a paper to be read, but it was not forthcoming at the moment, and it was read in the general session next morning. Mr. Lucas, Superintendent of the Arkansas School, having remarked that he always kept the reports of the Ontario Institution in a handy place for reference, I was asked to conduct the round table on this topic.

I said that the first point to consider was the various classes of persons who might be expected to read the report, so that something of particular interest to each reader might be provided. For the Minister of Education, the officers of his Department, the members of the Legislature who voted money for the maintenance of the school, and for the taxpayers who paid that money, it was necessary to supply full statistical information regarding attendance, receipts and expenditures, etc., together with an outline of the courses of study, the work undertaken and accomplished. Some of the items, such as reports of entertainments in the

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school, would specially interest parents of the pupils taking part, and ex-pupils of the school. Letters from ex-pupils recording their successes or failures in the various lines of industry, were of value to present pupils. Letters from pupils' parents, describing their satisfaction with their children's treatment and progress, would influence other parents who dreaded to entrust their own blind children to the care of strangers. The results of experiments in connection with the literary or industrial work, embodied in the annual report, would be useful for the guidance of the superintendents of other schools, especially to new men coming into the work. In this connection I advised the printing of plenty of copies of the report, so as to permit a full exchange list, and make it possible to supply reports to all applicants for them. The latest report of the school was a good thing to send to the parents of any blind child whose name and address reached the office of the Superintendent, and I made it a point to send the reports of the Ontario Institution to every Institution, school and workshop for the blind in America, Europe, Africa and Australia, not from motives of benevolence alone, but with the hope of receiving reports in exchange from which I could cull information or suggestions which would be useful to our own school. In answer to the question where I obtained so much material for my annual reports, I explained that I collected everything in sight during the whole year, and always had much more than I could use within the limits prescribed by the Minister of Education.

The first general topic at the session on Friday morning was "The physical well-being of the blind," with papers by R. R. Pratt, Superintendent of New Mexico Institute for the Blind, Alamogordo, on "The importance of ample playgrounds and of free and directed play in the education of the blind"; by John D. Gregory, Athletic Director, Kentucky Institution for the Blind, Louisville, on the same topic; by Miss Myra H. Embree, teacher in the Pennsylvania Institution for the Blind, Overbrook, on "Supervised play for blind children," and by Miss Anne Rothwell Stewart, Director of Physical Culture in the Maryland School for the Blind, Baltimore, on "Corrective Gymnastics." An interesting and lively discussion followed the reading of these papers. The chief difficulty seems to be that those in greatest need of gymnastic exercise are most averse to taking it.

The second general topic at this session was "The problems of adolescence and how to meet them in our schools," with papers prepared by Dr. C. F. Fraser, Superintendent of the Halifax, N. S., School for the Blind (who was not present), by S. D. Lucas, Superintendent of the Arkansas school, Little Rock, and by Miss Ada Turner, teacher of Physical Culture in the Wisconsin school, Janesville. At no time or place have I heard this difficult topic handled so ably.

Miss Laura B. Garrett, Field Secretary of the Maryland Society of Social Hygiene, gave an address on "Social Hygiene Work in Baltimore," one of the leading points of which was that the time for parents to answer embarrassing questions propounded by their children is when the questions are asked, and that it is much better for the parents to impart information on delicate topics in a plain, truthful, matter-of-fact way than for the children to acquire distorted ideas from other children.

At the afternoon session, Mr. Lucas was elected President of the Association for the next biennial period and the hearty thanks of the delegates were conveyed by resolution to Mr. and Mrs. and Miss Lucas for the kind hospitality extended to those in attendance.

In company with about twenty-five of the Superintendents I took train for Louisville, Ky., where we were the guests of Mr. and Mrs. Huntoon on Saturday.

The forenoon was spent in a careful inspection of the American Printing House for the Blind. In the afternoon there was an automobile trip through the city, and a meeting of the trustees of the Printing House, the following resolution being adopted by a majority of one vote:

"Whereas, about forty (40) per cent. of the pupils enrolled in the schools for the blind in the United States are regularly and officially using books in Braille, therefore be it resolved that an equitable proportion, namely, forty per cent. of the subsidy fund devoted to the preparation of embossed plates by the American Print-House for the Blind be devoted to their production in the American Braille system."

### Other Conventions.

Among the other conventions of workers for the blind, which I was invited to attend, was the thirteenth Congress of Teachers of the Blind, held at Vienna, July 25th to 30th, 1910. This Congress had not met in Vienna since 1873, and great preparations were made to promote the success of the occasion. From the meagre reports which have reached me I infer that the Europeans are in advance of the Americans in their treatment of the industrial side of the question, and they also more fully recognize than we do the obligation to provide for the comfort of the aged and adult blind. Thus we read that the Vienna Institution, founded in 1804, which "was and is in the first instance devoted to the instruction of blind children, has in the course of time widened its working arrangements and has appropriated all the improvements of modern blind institutions. The present institution, as it has developed through a century, supplies, for example: 1. The instruction and education of the blind; this is done in specially equipped institutions and schools for the blind. 2. After-care for the adult blind, who as laborers, mechanics, piano-tuners, musicians, etc., endeavour to earn their bread, and 3. The maintenance of blind invalids, those unfit for work and weakened by old age, in institutions adapted for them, where their necessities will be duly considered. From the cradle to the grave, shall the blind be helped, without ever trespassing upon their self-dependence, without offensive guardianship and without any compulsion."

From the report of another convention in Switzerland I make a couple of extracts:

The sixth annual report of the Swiss Central Union for the welfare of the Blind contains an account of the third general meeting of the Union, held at Zurich, October 9th and 10th, 1909. Most of the report is in German, but two of the addresses, delivered and reported in French, are of world-wide interest. Dr. v. Speyr, oculist, of La Chaux-de-Fonds, spoke as follows on

### Avoidable Causes of Blindness.

Ladies and Gentlemen,—Our Committee has done me the honour to ask from me a short address in French and I have believed it was not my duty to decline this task, although the idiom of Moliere is not my mother tongue. The choice of my subject rests upon the avoidable causes of blindness, with the idea that the devotion which you all show in respect to the blind will induce you to also interest yourselves in these questions; and you all know that prophylaxy is the best part of therapeutics—that it is better to prevent evils than to cure them.

When one finds himself in the presence of a blind person one easily infers that a mournful fatality has accomplished its work, that nothing could have saved

this unfortunate from his sad lot. However, in looking at it more closely, or in examining the statistics of the blind, how many do we find whose sight—the use of the most precious of the organs—could have been preserved. It is sometimes the sad influence of a bad heredity that should have been removed, sometimes extended care that should have been given in time, perhaps in the first days of life; sometimes still a simple imprudence that ought to have been avoided.

You see from this, ladies and gentlemen, that the means of preventing blindness, in the measure of possibility, are almost as varied as the different causes of blindness themselves.

A special form of amaurosis is due to pigmentary retinitis—that is to say, to a mild degeneration of the nervous elements of the retina. In establishing statistics of this grave and incurable affection, we find in a relatively considerable number of cases the consanguinity of the parents. Although this malady itself, once declared, may not be susceptible of cure, or only of amelioration, we can strive against it by preventing by law marriages between first cousins. It is by an analogous prophylaxy, by advice well meant, but often badly received, that we can direct our efforts against strong hereditary myopia and its formidable consequences, such as the detachment of the retina.

It is the same with certain infections by chronic evolution like tuberculosis and others, where the prophylaxy ought to begin with the parents and could limit in a large measure the number of hereditary affections.

Passing from the cases of blindness, whose origin goes back to the parents to those which are acquired by the patient himself, we find there as an intermediary example the loss of sight by ophthalmia of the new-born, which in past times above all furnished a formidable contingent of blind. You are not ignorant, ladies and gentlemen, how that has changed, thanks to the Crede process, which consists of instilling a drop of a solution of nitrate of silver into the eyes of the new-born as soon as possible after birth. By this prophylactic measure, at once so simple and so efficacious, thousands and thousands of eyes have been saved and ophthalmia of the new-born, very frequent as it was formerly, has become much rarer. The young blind who owed their fate to this terrible malady, and who formerly filled the asylums for children, have given place to others whose blindness is occasioned by unavoidable causes. This is then a typical example of the enormous influence which prophylaxy and hygiene can exercise upon the number of the blind.

There is another not less evident, that is, the very considerable diminution, one can almost say the disappearance, of cases of blindness caused by smallpox. This terrible scourge, which formerly decimated the populations of Europe, and which deprived of sight a great portion of those to whom it left life, has become a rarity in civilized countries, thanks to the introduction of vaccination, of which the immortal merit belongs to the English physician Jenner. In regions where vaccination is less general than in Central Europe, the number of the blind who owe their infirmity to smallpox is still enormous, and it is certain that this dangerous malady and its consequences would again rapidly win territory among us if we neglected vaccination, as is advised by its opponents. It is deeply regrettable that there always exist people so badly instructed that they combat this hygienic institution of the first order, and it is a duty so much the more imperative of the true friends of the people to strive everywhere and on every occasion for the propagation of vaccination and its obligatory introduction. You will thus render, ladies and gentlemen, a service to the great and noble cause of public hygiene, and you will work also to always more restrict the number of the blind.

Another epidemic malady which, without making the ravages of smallpox, often causes the loss of one or the two eyes, if it leads not to death, is the diphtheria. Here, again, we are armed by a serum analgous to the vaccine; it is true that it operates here in the majority of cases with an effect rather curative than preventive, but the results of the anti-diphtheritic serum in cases where the entire cornea threatened already with total destruction is restored to the normal state, are not less surprising and numerous; eyes destined to blindness have been thus preserved to sight.

A last epidemic malady, finally, trachoma or Egyptian ophthalmia, probably introduced into Europe by the armies of Napoleon First, attacks human eyes exclusively and often leads to the total loss of sight. Very prevalent in the South of Europe and in Russia, where it continues to find numerous victims, this formidable malady is happily still almost unknown in Switzerland. It is very probable that it is to the influence of the climate that we owe our immunity against this scourge in the prophylaxy of which individual cleanliness plays besides a great role. We have not, however, the advantage of an absolute and eternal guarantee against this malady, and the immigration of Polish and Italian workmen could on occasion give rise also among us to the hatching of an epidemic of trachoma more or less widespread. As this danger is not entirely excluded, the Association of Swiss oculists has been occupied this spring with preventive measures which there might be occasion to use.

You see the importance of contagious maladies for ocular affections being able to lead to the loss of sight; I could continue the list by the enumeration of other infections less dangerous for the eyes, but not to abuse your attention I will mention only in passing the measles, the consequences of which often manifest themselves by chronic and grave inflammations of the eyes, against which a rational hygiene can strive with success. The cerebro-spinal meningitis epidemic, which has made its appearance among us these last years, especially in the schools of recruits, leads to blindness by atrophy of the optic nerves in a great share of the cases. Here, again, it is well ordered hygiene that will preserve us at once from the terrible malady and its sombre consequences.

Although less evident than in the epidemics and contagions of which we have just spoken, the share of general hygiene is but little less important and salutary in other directions. We could give an account of it in the frequent manifestations of scrofula. This morbid state, which may be considered as the first stage of tuberculosis, is encountered especially in the child-beds of the population, where unfortunately the hygienic conditions are in general bad, where poverty involves the lack of nourishment and is associated so frequently with the lack of air, of light and of cleanliness. This is good territory for scrofula; it is here that we find thin, anæmic and sickly children, whose eyes are so often attacked with acute or chronic inflammations which, scarcely healed, recommence. And each attack of the evil can be more severe than the preceding; if it has begun by the conjunctive, as is generally the case, it can still be completely healed without leaving traces, especially if the hygienic conditions of the little patient are ameliorated. In other cases on the contrary, and they are unfortunately very numerous, the cornea is attacked in its turn, ulcers are formed and heal only in leaving after them scars under the form of white or grey spots more or less thick and more or less wide, which, according to their position, can gravely compromise the sight. And as scrofula very often attacks the two eyes, the consequences are so much more grave and create a condition which nearly approaches blindness. There is here a vast field of activity for hygiene, as well to cure scrofula as to prevent it. And outside

of the efforts made in the interest of the healthfulness of the apartments and of the amelioration of the nourishment, I will recall only the excellent influence of a humanitarian work of the first order: I have named the vacation colonies, the idea of which started in Zurich, thanks to the initiative of Pastor Bion, whose memory we still desire to honour here.

Social hygiene and personal hygiene ought to march hand-in-hand. If the first is called to render great services, especially to the indigent population and to infancy, the second cannot be neglected with impunity by any individual, whether he be rich or poor, young or old. It is particularly in the domain of alimentation, and more especially of drinking, that many faults are committed to the prejudice of health, and of the sight in particular; I recall to you the doubly mournful influence of alcoholism upon the individual and upon his descendants. There exists a special form of inflammation of the optic nerve, which is caused by alcoholic intoxication, and which can lead even to complete blindness; the same malady threatens also strong smokers, the more so because they often abuse the two poisons at the same time.

I will not dwell upon other vices which can have an effect quite as deleterious upon the body and the sight, and I will keep you longer only to refer to some ocular affections in which personal hygiene and therapeutics can exercise a salutary influence and prevent blindness. The most widespread and the best known among them is myopia. Inoffensive enough in its lower degrees, it constitutes a great danger when it passes a certain limit; it is then easily complicated with grave inflammations of the back of the eye and with displacement of the retina, of which you all know the bad sign. In following hygienic counsels, which it would take too long to enumerate here, it is often possible to stop the progress of myopia or to divert the deleterious complications.

Another ocular malady, rarer and much less known than myopia, although still more grave, is glaucoma, in which the eye becomes too hard. This affection, concerning which we owe several important works to Dr. Haab, Professor of Ophthalmology at Zurich, begins most often in an insidious manner, without pains or other alarming symptoms than a mild and progressive diminution of the sight. If the malady is left to itself it leads with a more or less long delay to the complete loss of the sight, most often of the two eyes, while a rational and energetic treatment succeeds in putting a stop to the evil in a great number of cases.

The third of the ocular affections of which I would yet say a few words is the chronic suppuration of the lachrymal sac, due generally to an obstruction of the lachrymal passages. This malady has not a great importance in itself and does not directly threaten the sight; but it none the less constitutes a permanent danger for the eye. It acts as a constant source of pus, and it is sufficient in these conditions from a very slight wound of the cornea that pus should enter there and create an abscess which leads often to a definite loss of the eye attacked. This danger can be completely averted by energetic treatment, which will often consist in the extirpation of the lachrymal sac; in no case should this affection be neglected, especially not among workmen who by the nature of their occupations are exposed to superficial lesions of the eye.

This brings us to wounds of the eyes; if there are any of them that it is necessary to consider unavoidable, as in cases of superior force, there are many that could and ought to be avoided. You all know, ladies and gentlemen, how often a firing for joy on the occasion of a wedding, or of a patriotic, or even of a religious fete, makes victims whom it is too late to deplore after the shot; it would

be, if not easy, in every case urgent to strive against this stupid habit, and my venerated master, Professor Mark Dufour, and my friend, Dr. Gonin, have the merit of having among the first striven against these customs of another age. It would certainly be desirable that the Association for the Welfare of the Blind should address itself in this sense to the public by means of the newspapers.

Other accidents not less frequent and quite as dangerous for the eyes are caused by cartridges which adults do not handle prudently enough, or children find and regard as an interesting plaything. Another source of accidents of this kind is the whip, which is found in the hands of a brutal coachman or of children who amuse themselves; the result is often an irreparable displacement of the retina, or, as has been observed especially among horses, a traumatic cataract.

You know, ladies and gentlemen, that certain perforating and infected wounds of the eye can give place to a very grave inflammation of the other eye, sympathetic ophthalmia. This dangerous malady, which generally leads to the total loss of the second eye and complete blindness, can often be averted only at the price of the removal of the wounded eye; there is no other sure means to prevent sympathetic ophthalmia; but this is less to be feared if the wounded eye has received at once, soon after the accident, proper care and antiseptic treatment. Antisepsis and asepsis, to which modern surgery owes its great eminence, have besides had a most happy influence upon the branch which interests us specially; not only do ocular operations offer many more chances of success since the danger of a grave infection is almost excluded, but the suppurative inflammations of the choroid which proceed from a focus of infection in another part of the body and terminate by the loss of sight, have practically disappeared thanks to the introduction of asepsis in surgery and obstetrics.

Ladies and gentlemen, I thank you for the attention that you have kindly given me until now; I dare not abuse it longer, and I conclude by saying that numerous cases of blindness, due to imprudence and ignorance, could be avoided; the societies for the welfare of the blind ought to enlighten the public upon this subject and warn it.

Dr. Gonin, oculist, of Lausanne, said: Since I am asked to speak, I may be permitted to emphasize some points which my friend, Dr. de Speyr, has treated rather hurriedly in his interesting exposition. Among the wounds to the eye that could be avoided among children it is necessary to cite perforating wounds by the point of a knife or of a pair of scissors; the precautions to be taken to reduce the number of these accidents consist, firstly, in teaching children that in cutting a string or a stick they ought always to hold the tool this way and not that way—that is to say, that the child should not cut holding the knife towards him, but always away from him. My children do not yet know how to speak, when they know, to show by a gesture, this fashion of cutting a string. The second useful precaution is to furnish children only with knives or scissors with the point rounded at its extremity; the cutlers furnish those which in this respect are without danger.

The number of accidents from shooting could be as greatly diminished. We have not proper statistics, as my colleague de Speyr believes. In a letter to the newspapers I have confined myself to making the authorities attentive to the necessity of forbidding the shooting with boxes or old cannons, as is practiced in our rural districts on every occasion, with the sole object of making noise. Very often a wedding or an anniversary is ended as sadly as a funeral by a catastrophe which costs the life or the sight of one of the participants. At the stroke of midnight of 1900 a young man of Lavaux thus lost his two eyes. Sad fashion of com-

mencing the first year of the new century. It is not only upon the authorities, but also upon the young married people or the deputies in honour of whom the firing is done, that the responsibility for these accidents falls, for they ought to oppose celebrations as useless as dangerous.

The third point upon which I would insist is of very great importance, but it is willingly left in the shadow, for it is not always easy and it is never agreeable to speak of it. But should one decline to speak of the dangers of alcoholism on the pretext that drunkenness is a thing repugnant, and that one can find more elegant subjects for conversation? Or if the question is of an evil more grave still than alcoholism, by its influence upon heredity, and notably upon hereditary blindness, I will speak of venereal maladies to which my friend de Speyr has made only a discreet allusion. It is in this domain that the most useful and the most necessary prophylaxis could be exercised. Much is said of prophylactic measures against blindness of the new-born and they cite as such the immediate disinfection of the eyes after birth, and the obligation of the midwives to call a physician as soon as suspicious symptoms are manifest. That is very well, but that is already more than prophylaxis, it is the beginning of treatment against the malady already existing, for (it is too often forgotten) ophthalmia is not acquired by the new-born, it is transmitted to it by the mother, who most often takes it from the father of the child, and it is consequently with the father and not with the child that it is necessary to seek the origin of the evil.

Ah, I know it, when the physician sees himself in the presence of an ophthalmia which threatens to destroy in a few days the cornea of a child, he attacks the most present danger, the most immediate indications, and the teachings to give to the father upon the first cause of the evil appear to him as unseasonable as the speech of the master to the child who is drowning; when the cure has been obtained he believes it useless to come back to a disagreeable subject; if on the contrary the treatment has not prevented blindness, it appears to him cruel to add to the affliction of the parents the pitiful feeling of their responsibility for the misfortune of their child. I have myself acted in this fashion until the day in which I understood that there was a certain cowardice in doing so, and that, by his neglect to warn the parents, the physician himself incurred a good share of their responsibility. In admonishing the mother, one engages her to follow a treatment which will hinder her from transmitting ophthalmia to a second child; the warning given to the father has less immediate usefulness, but it has a social importance much greater, for it contributes to react against the idea still too widespread that certain "sins of youth" do not bring their harvest of consequences, and that we need not exact from a young man who gets married a past as spotless as that of his bride. I have discovered upon this point a lack of conscience truly extraordinary among fathers of families who charge it to the poor, innocent mother, to the midwife or to the physician, in place of accusing themselves, the true guilty ones, for the misfortune happened to their child. It ought to be done, for I believe it is one's duty to tell the whole truth, however hard it may be, for if the evil already done cannot be repaired, one can, to some extent, hinder it from being repeated. I am pleased to believe in short that a man whose child has become blind through his fault will lose no opportunity to warn his younger brothers, his friends, and later his own sons of the responsibility which they incur in giving way to certain distractions upon which public opinion is still too indulgent, but of which the consequences may have a terrible gravity. The Vaudois Society of Physicians has circulated a very useful pamphlet, having for title, "Advice to mothers who do not wish their children to become blind." There is now great

Sewing Room, Articles for Exhibition, 1910.

need of a pamphlet entitled, "Advice to fathers who do not wish their children to become blind." In reality such publications already exist under titles a little different, and it is by making them better known that we shall accomplish a work of good prophylaxis. I will confine myself to specifying from among many others the brochure of Prof. Herzon, published in several languages; that of Dr. Good, translated from English into French, and the discourses addressed to the students of Zurich by the venerable Prof. Heim.

This is, gentlemen, what I had in my heart to say to you, and I hope that you will pardon the slightly brutal freedom of my words, having regard to the necessity of action more open and more courageous in the line that I have indicated to you.

### The Kindergarten.

The disinclination of parents to permit their blind children to come to the school at an early age is less marked than in former years, and the result of this desirable change is that the Kindergarten class is growing in size. Miss Lee reports that she had thirty pupils enrolled during the session, and all but two or three were taught spelling, reading, Scripture and arithmetic during the morning hours, while twenty of them were given Kindergarten work—songs, games, etc.—in the afternoons. Most of these children were also taught the geography of Ontario by Miss Kavanagh. On the whole the Kindergarten children were quite successful in manipulating the blocks in the gift lessons, and in picture sewing, mat weaving, paper folding, chain making, raffia work, clay modelling and many other occupations, while they derived much benefit from their songs, games, stories and memory exercises. Each week a new topic was introduced, touching on the season of the year usually, through a song or story, and the thought was carried out through their occupations as nearly as possible, then ending on Friday afternoon with a reproduction of the whole through clay modelling. It is astonishing to see what these children can produce when given free play; and, as has been said in previous reports, they compare favorably with seeing children in most occupations, and the benefit these little afflicted children derive from Froebel's great thought in introducing the Kindergarten system to the world is even threefold greater than to the children blessed with sight. As soon as a child can use his delicate little hands to some purpose, he is promoted to the writing class, where he is taught to write with pencil and paper.

### Knitting and Crocheting.

Forty-one girls received instruction in knitting and thirteen in crochet work. Miss Haycock reports that, as usual, some of the more advanced pupils returned from vacation with orders to be filled. One made a large golf coat, another a shawl, and others mittens and gloves. It has been found that by allowing the pupils to have a financial interest in their work they accomplish more than they would if they had just what is called class work to interest them. The junior class made good progress, as the younger pupils were very anxious to finish their mittens, or bootees, to take home to show what their little fingers could do. This class, with the exception of one or two pupils, is under the direction of Miss Burke. Very encouraging letters have been received from ex-pupils during the session, telling of the orders they have filled, and asking for other patterns to go on with more work. The pupils spent considerable time making articles to be

shown at the Toronto Exhibition. The goods exhibited last year were given to the pupils who made them, on payment for the materials used, and thus nearly enough was obtained to pay for the wools used in the class-room.

### Sewing and Darning.

Thirty-two girls were instructed in sewing and twenty-five in darning, though the time that some of them could devote to this branch was curtailed by the engagements of the pupils in the literary, music and gymnastic classes. Miss Cooper reports that she was pleased with the interest manifested by the girls. Many pretty and useful articles were made for the pupils themselves, in addition to all the plain sewing for the Institution. Among the products of this department were 24 glass towels, 5 garments made over, 129 garments mended, 19 aprons made for the Sloyd room, 13 dish towels, 43 dusters, 22 roller towels, 235 bath towels, 48 sheets, 4 blouses made, 154 pillow cases, 8 hammock pillows, 5 hair bags, 4 clothes bags, 5 bead baskets (lined), 1 boy's shirt made, 9 girls' drawers, 1 underskirt, 2 night dresses, 9 girls' dresses made, 1 stocking bag, 2 fancy bags, 21 fancy aprons, 3 underwaists. The sewing department exhibited full lines of work at the Toronto Exhibition and at the Montreal bazaar.

### Bead Work.

Twenty girls and twenty-two boys were instructed in bead work by Miss Cronk and twelve girls by Miss Hepburn, a pupil-teacher. Among the articles made were 5 electric shades, 24 round work baskets, 3 oval-shaped baskets, 1 three-cornered work basket, 21 square baskets, 4 handkerchief boxes, 1 glove box, 2 whisk holders, 4 brush and comb trays, 2 handkerchief holders, 4 candlesticks, 2 flower pots, 1 jardiniere, 12 match scratchers, 7 match safes, 6 vases, 4 hat-pin holders, 11 hair-pin holders, 4 apples for pin-cushions, 2 pears for pin-cushions, 81 round jewel cases, 7 square jewel cases, 4 watch pockets, 9 purses, 5 hair receivers, 3 three-cornered jewel cases, 1 doll's hat, 3 pin trays, 10 necklaces, 1 bracelet, 27 canoes, 7 egg cups, 5 chains, 1 waste-paper basket, 1 perfume bottle, 35 small round baskets, 335 napkin rings, 94 chairs, 35 cups and saucers, 24 cream pitchers, 6 sugar bowls, 6 teapots, 8 churns. Total 828 pieces. Specimens of these goods were shown at Toronto.

### Domestic Science.

The class in Domestic Science was organized after Christmas, the work being done after school hours in the afternoon. Miss Lee, the teacher, reports that "the work in this department has been carried on much the same as in previous years. The class is still restricted on account of lack of room, and the girls who are privileged to be members seem to appreciate it very much and are never needlessly absent from class. There are always many applicants on the list and many promises to 'be good' if taken into the class. At the close of the session all looked back on a very pleasant, profitable time, and I trust the girls have derived lasting benefit. As in previous classes there were members this year who performed some of the simplest household duties for the first time and thoroughly enjoyed the novelty, as they felt they were doing useful things just as seeing people could do them. On the other hand, there were members (totally blind) who could perform many household duties in the most natural way, and they were delighted also to have an opportunity to learn how to cook something new. Lessons in the usual list of soups,

fish, meats, puddings, pastry, cakes, scalloped dishes, omelets, biscuits, etc., were given and turned out satisfactorily, much to the enjoyment of the class at the close of a lesson, for when pupils are in a boarding school a light lunch between meals is always much appreciated. A lesson in domestic science does not consist in cooking something good and eating it, but the pupils must be shown how to economize and get the best out of everything. Then there is the washing up and scouring of pots, pans and sink; the sweeping and dusting, the scrubbing of the kitchen table and the cleaning of the stove. All this is usually performed in the most cheerful way, thus showing how happy the girls are becoming useful in this as well as in the other departments of the school."

Reading Mr. Allen's description of the Cottage system adopted at the new location of the Perkins Institution, near Boston, I have been impressed with the idea that the best training in Domestic Science would be obtained under the plan of having the pupils do a large share of the regular housework in the cottage which is their home during the years of their school life. But some of our girls become useful at home, notwithstanding the limited training they get in domestic science at this school. Thus an ex-pupil, sending an order for beads, writes: "I think you will be interested to know how my time is spent. The work I do is chiefly house duties—washing, scrubbing, ironing, dish-washing, helping to churn, helping some in cooking. As for polishing stoves, it seems difficult; I never do any more than the top and damper, as more sight is required than I have, although perhaps patience is all that is needed. It was my delight to husk corn in autumn. Since I left school I always try threshing our beans and succeed so well that it seems satisfactory to all. I just have a way of my own. I think you would laugh to see me. When my sister was ill, I managed to get the work done very well. I exhibited my bead work at the township fair, receiving first prize, the honour being due to the skilful teaching at the O. I. B."

### What a Blind Man Can Do on a Farm.

At the Boston convention of Workers for the Blind, in 1907, there was a discussion on the employment of blind men at farm work. One of our pupils—a young man of eighteen—having been absent from the school for a year, during which time he sometimes mentioned in his letters to me that he was helping on his father's farm, I asked him after his return to the school to tell his fellow pupils what he could do on a farm. The address he delivered is given below as nearly as possible in his own words. The name of the pupil is Orville Frayne, his age eighteen years.

"As Mr. Gardiner has asked me to tell you what a blind man can do on a farm, I thought it was best to tell you what I have done, and I think any blind man can do what I have done. When I arrived home a year ago last June, it being one of the slack seasons on a farm, I did not have very much to do at first; after a few days I became very busy. I would get up in the morning between five and six, and go back to the pasture field and help to bring the horses up to the stable, water, and feed them hay and oats. Then I would clean the horses off and harness them; then go and turn the milk through the separator; then have my breakfast. After breakfast I would feed the calves, hens and pigs, and take the cows back to pasture. On some days I carried water to the house, churned, or operated the washing machine. In the middle of the forenoon I would take a pail of fresh water and a lunch to the men who were working in the field. Then I would clean the stables and fix up some feed for the pigs. About eleven o'clock I fed all the stock

Willow Shop, O. I. B., 1910.

for noon. Then I would go on horseback and call the men to dinner. In the afternoon I cut weeds and thistles in the fence corners, or was employed washing the buggies or cleaning the harness, or cutting and splitting wood. I also had the job of hostler; if the horse and buggy were to go away I always hitched the horse to the buggy and unhitched it when it returned. At night the chores were all to do again, such as feed the hens, pigs and calves, pump water for the horses and cattle, milk the cows, turn the milk through the separator, and take the horses back to the pasture field. When haying time came, I helped to cock the hay and levelled the hay in the barn. I also assisted in running the hayfork. In the harvest I pitched back on the grain stacks. When the potatoes were picked I carried pails of potatoes and emptied them into bags, while others picked them up. When the corn was cut I helped to stack it; then I helped to pull and top the mangels and turnips. In the fall and winter I was kept busy doing the chores and keeping the house supplied with wood and water. Part of the winter I was husking corn, and sometimes I was in the bush cutting cordwood. In the spring when we were marketing our grain, I cleaned it all by turning it through the fanning mill. At that season I always took much pleasure in riding horseback, so as to give the horses lots of exercise. As a little side line I bought several settings of hens' eggs, with which I had good luck, for about 85 per cent. of them hatched out, and when they were ready to sell I realized a good profit on them. My small experience in the chicken business taught me that it would be a good line for any one to follow, as there is always a good market for the chickens and the eggs. In telling you what I have done on a farm I have tried to show you that, while a blind man cannot do everything on a farm, still he can do a great many things, and most of these things he can do as well as a person with sight."

### What a Blind Woman can Do.

To get the other side of the story, I asked Miss Maud Dunlop to address the pupils at the conclusion of Orville Frayne's speech. She said, substantially:

"The work in the farm house differs very little from the work in the city house, except that there are more pans to be washed in the country on account of the milking and churning and the feeding of the poultry. Though the care of the poultry is not actually a branch of housework, the good housekeeper in the country would feel that she had neglected something if she did not personally look after the chickens, geese, ducks and turkeys. Notwithstanding my blindness I can wash and dry dishes, arrange and put them away in the cupboard or pantry; I can keep the pantry neat, put clean papers on the shelves, and scrub the table, the shelves and the floor whenever this is needed. I can lay the cloth and set the table for any meal; when the meal is ended I can clear the table and put the victuals away. I can clean, prepare and cook any vegetable, preferring those which have to be peeled to cabbage, which has to be cut, and celery, which often requires a little light scraping to remove any little specks; but if there be no one else to do it, I can and would prepare either or both of these vegetables. I can scrub, and though I may often rub a little harder than is really necessary, or take longer to do them than sighted persons take, I can wash and put the clothes out to dry. I can iron any of the plain clothes, but feel rather backward in trying the starched clothes. I can bake bread. This is now more of a custom in the country houses than in the city houses, but even in the city a person may take a longing for homemade bread, and set to work to make some; also cakes and biscuits, and even pies if some are needed, and there is no one else to do it. I can make the tea or coffee, or cocoa,

and pour them out. I can brush off the stove and I can light the fire, and light and clean the lamps. I can make the beds and tidy and keep in neat order the bedrooms. I can dust and shake out the mats, beat the carpets in house-cleaning time, and clean the windows in an emergency. I can peel and prepare fruit for canning or preserving, clean currants or berries, put the sugar on them when they are in the preserving kettle, and though I would rather that some one else should do it, I can fill the cans when the preserve is ready. I can close the cans and put them away. In a word, I can do almost anything in the home that any other girl with her full sight can do. I admit it may take the blind person a little longer to do some things than a sighted person would take at the same work, but when the work is finished it will be found to be done just as well, and in many cases much better, by the blind girl than by the sighted one. We are so anxious to do our work so well that we do it with extra care. There are a few things around the house that a blind girl cannot do well, but these are very few."

### Willow Shop.

Eleven boys were instructed in basket-making and twelve in cane chair seating. The former is the more important of the two industries, and most of the teacher's time was devoted to it. The willow crop on the Institution farm is better than usual this year, and with the new system of boiling instead of steaming, the peeling is more easily accomplished and the willow turns out in better condition. The product of the shop includes clothes baskets (square and oval), soiled linen hampers, waste paper baskets, root baskets, butter baskets, buggy baskets, market baskets and picnic baskets, specimens of all of which were shown at the Toronto Fair. Three of the young men—all from the Ottawa district—left the shop to go into business as basket-makers. The Lanark *Era* contains the following reference to one of them:

"Three years ago James O'Donnell lost his sight by an explosion which took place at the Cobalt Central silver mine. Such an accident was enough to daunt the heart of any but the most courageous. He was a young man with long years before him, and to become deprived of the most desirable of all the senses inclined him to look upon the future with uncertainty and perhaps a sense of fear. But, after his dismissal from the hospital where he had gone to receive treatment, he enquired round about him for the best way to employ himself. The Brantford School for the Blind offered some hope, inasmuch as there he might receive instruction in some direction that in the future would assist in earning a livelihood. He applied for admission, was received into the Institute, and in the space of fifteen months had acquired the trade of basket making. That he was able to accomplish as much in a little over one year speaks highly for his industry and close application to work. Coming home he opened a shop back of the town hall, where every day he may be found engaged in his interesting work. A visit to his shop is very instructive, for one not only receives initiation into the art of willow weaving, but he also is entertained with Mr. O'Donnell's description of the life and the work at the Brantford Institute. His shop is spacious and clean, with stands of willow and piles of baskets neatly arranged around the walls. He sits at a bench in a corner of the room, and close at hand are the tools of his trade, and the iron shapes upon which he frames and fashions the baskets. These are of diverse shapes and many sizes. Here is a market basket—large, clean and strong, its dimensions suited to fill neatly the back of the buggy when Mr. Farmer goes to town. Butter, eggs, or other produce repose in safety inside, and the merchant's eye beams when

he views the clean package used in the carriage of these. There is also a large size for use when Monday comes round and the good wife wrings out her washing, later to pin it on the line. Baskets for roots, baskets for soiled linen, baskets for fancy work are here, and one is astonished at the reasonableness of the prices asked. This latest novel addition to Lanark's industries is one that strongly appeals to the public."

### Hammocks and Sloyd.

Twelve boys were instructed in hammock-making, and ten worked in the sloyd department, all under the care of the same teacher. The hammocks, specimens of which were shown at the Toronto Exhibition, are well made, beautiful and durable, but the profit on their manufacture is not large, on account of the competition of machine-made goods. Horse-nets and tennis nets are also made.

In the sloyd room the boys learn to handle tools with safety and efficiency. It is not assumed that a blind boy can learn the carpenter's trade so as to make a living at it, but handiness with tools will prove useful to him in the piano-tuning trade, in basket-making, and in domestic life. To drive a nail, and to use the saw, the plane and the square are accomplishments that can be acquired by the blind, and pupils who have a little sight have already produced many useful and beautiful articles. Among these are blocks, sleeve boards and skirt boards for use in the laundry, salt and soap boxes, key holders, match holders, boxes in cube, hand-sleighs, meshes for hammock-netting, towel racks, etc. In time the pupils will be taught to sharpen their own tools.

### At the Exhibition.

With the consent of the Minister of Education, we were permitted to display at the Toronto National Exhibition specimens of the products of the several industrial departments of the Institution. The following extracts from the Toronto papers show the impression made upon the reporters by the exhibits:

*Globe,* September 1st.—"A section of the Exhibition which attracted a good deal of attention yesterday when so many educationists were in attendance was that organized and arranged by the Education Department of Ontario, under the immediate direction of Mr. Clarkson W. James. * * * * Special interest attaches to the exhibit of the Brantford Institution for the Blind and the Institution for the Deaf and Dumb at Belleville. The display of the latter is under the supervision of Mr. and Mrs. Balis, and is a revelation of what can be accomplished under modern methods of tuition by pupils who can neither hear nor speak. No less wonderful are the exhibits of the Institution for the Blind, in many respects the delicacy and finish of the work being equal, if not superior, to that of pupils who have their sight."

*World,* September 1st.—"It was strange after this to go into the fine exhibit prepared by the Ontario Government under the care of Clarkson W. James, secretary to the Minister of Education, and to find that, however fine the work of the normal school pupils, it was bettered by the pupils of the Institute for the Blind at Brantford, and the deaf at the Belleville Institution. In the department for the blind the work is even more striking, considering that it is produced without sight. Needlework, beadwork, basketwork, canoe weaving and other industries are illustrated in the most beautiful and tasteful way. The methods of instruction are illustrated, and the arrangement of the exhibit reflects great credit on Mr. James."

Hammock-Making, O. I. B., 1910.

*News,* September 2nd.—The itinerary of the *News* representative was conducted by Mr. C. W. James, secretary to the Ontario Department of Education, and by Mrs. Balis, instructor in the Belleville Institution for the Deaf and Dumb. Mr. James seemed to have no eyes for anything else than for exhibits of the Institutions at Belleville and Brantford. And there is no gainsaying the manual work turned out by the pupils of the schools at these cities for the deaf and dumb and for the blind is astonishingly clever and rivals successfully the work of those in the schools at Toronto, Hamilton and London, who are not afflicted with the loss of their senses of sight, hearing and speech. The manual work of the deaf and dumb, showing the skill of mere tots of five years of age to the finer work of boys and girls up to the age of eighteen, disclosed genuine cleverness in woodwork for kitchen aids. * * *

Naturally the exhibit of the Brantford Blind pupils was even more marvellous than that of the deaf and dumb. The striking features were the specimens of book printing and the fine embroidery work, the tailoring, dressmaking, knitted work, and hand-made basket and cane work. But the Brantford pupils displayed great skill in the ordinary media of manual training. In the exhibit of the blind was a 'dissected' map of Canada which Secretary James explained to the *News* shows the modern method of teaching the blind the topography and geography of their own country. The device is simple, the mountains are indicated by the heads of small hob-nail tacks, the principal cities by stars, and the rivers by indented lines according to the direction of the waters. Mr. James was insistent in holding that the method could be very usefully applied even in the public schools for children with the normal senses; and his contention really appeared convincing."

A collection of articles made in the Institution was sent to Montreal in October, to be exhibited at the Bazaar held under the management of the Montreal Association for the Blind. In returning the goods, Mrs. P. E. Layton wrote: "The work you sent from your school was greatly admired. We could have sold it all over and over again. The bead-work was beautiful. The crowds around the stall where articles made by the blind were exhibited were great, and many expressions of wonder were uttered when inspecting machine-sewn garments. I am instructed by the Board of Managers of our Society to express its warmest thanks for your great assistance in loaning us such a splendid collection of goods. We only regretted that you could not be with us."

The *Witness* reported that "over $35,000 (since increased to $50,000) has been subscribed towards the fund for the English-speaking blind of Quebec Province. The Montreal Association for the Blind is endeavoring to raise $100,000 by the end of this year, so that the sightless persons of this city may have the same advantages of educational and industrial training as are obtained in other parts of the world. The officers of the association report that generous responses to their solicitations are given. One donation from a poor blind man of $5.31 bore the inscription, 'All of a blind man's savings.' A little blind boy of St. Lambert has collected $50 from friends, as well as selling $50 worth of tickets for the recent bazaar. A blind man in the workshop of the association has collected at night after working all day, $16 for the fund. This shows the blind are anxious to help themselves."

The little blind boy of St. Lambert is Roy Goldie, a former pupil of the Ontario Institution. He was presented with a gold watch as a reward for his success. On the Sabbath preceding the opening of the Bazaar, "a unique service was held in MacVicar Memorial Church. The whole service was arranged in the interests of the work contemplated for the blind of Montreal. The Scriptures were

Football Ground, O. I. B., 1910.

read by a blind man, the organ voluntary was played by a blind man, and hymns composed by blind authors, such as the Rev. George Mathieson, the blind preacher in Edinburgh, and Fanny Crosby, helped to make the service of great interest. The church was crowded to its utmost capacity, and the large congregation became interested in the appeal made to them on behalf of the associations for the blind. It was Mr. Flynn who read by the Braille system, the ninth chapter of John, and Mr. P. T. Layton assisted the church organist by playing all the voluntaries. The Rev. J. G. Potter, pastor of the congregation, based his remarks upon John ix., 3. 'Jesus answered, neither this man sinned, nor his parents, but that the works of God should be made manifest in him.' The preacher gave statistics showing that blindness was more prevalent than many supposed. It has been said that one out of every thousand is blind. In Great Britain alone there are over thirty thousand. In the United States, by a comparatively recent census, 58,568 are said to be blind. In Canada they were sufficiently numerous to call for something being done on their behalf. There were institutes at Brantford and Halifax, and one for the French blind in Montreal. The first institution for the care of the blind was founded by Welf VI., in 1178, the second in Paris in 1260. The first for the employment of adult blind was opened in Edinburgh, by Dr. Johnston, in 1793. In 1873 there were 148 institutions in the world. The first institution to attempt the education of the blind was in Paris, in 1783, and the first in the United States was the Perkins Institution in Boston, Mass. The work that the blind could be trained to do was very varied, and in business and professional life they have been eminently successful, and in some cases distinguished. Take, for example, the Rev. Dr. George Mathieson, of Edinburgh; Fanny Crosby, the hymn writer; Ghosn-el-Howie, Helen Keller, the modern marvel, who wrote in a letter received the other day: 'Idleness is the greatest curse the blind endure.' Senator Gore, the brilliant member of the American Congress; Henry Fawcett, the Postmaster-General of England; Heresshoff the designer of ships that have given Sir Thomas Lipton no end of trouble to compete with; Pulitzer, the talented editor of the New York *World;* Alfred Hollins, the famous organist of Free Church, Edinburgh, Scotland, and Westingholme, the greatest musician in all Britain. Mr. Potter appealed to his congregation with much earnestness to assist the association in the splendid enterprise they have undertaken, for there was no limit to the possibilities in the work of educating and training the blind to become most serviceable citizens in many lines of life."

### Athletics.

The usual work was done in the gymnasium during the winter months, and nearly all the pupils went regularly for the after-breakfast walk. Some of the more ambitious boys walked to Paris and back (12 miles) on Saturday afternoons, and the race-tracks with wire guards were well patronized. A new patent swing was provided for the girls, and the boys enjoyed their games of football. Friday, June 10, was field day at the Institution, and a large percentage of the pupils competed in the games, which were conducted under the management of Mr. Wickens, Mr. Roney and Mr. Green at the hundred yards track. On Saturday evening, in the music hall, the prizes were distributed as follows:

Fifty yards race, girls under 10—1, Greta Lammie; 2, Evelyn Henrich.

Fifty yards race, girls under 12—1, Teresa Thompson; 2, Mary O'Neill.

Half-mile handicap—1, Arthur Ouellette; 2, William O'Keefe.

Spoon and egg race—1, Elizabeth Rusk; 2, Ethel Stevens.

Fifty yards race, boys under 10—1, Joseph Smith; 2, James Cotter.
Fifty yards race, boys under 12—1, Ion Grills; 2, Sparling Beach.
One hundred yards race, girls under 15—1, Mildred Miles; 2, Susan Miller.
Putting the shot—1, Harold Elnor; 2, Charles McBride.
Three-legged race—1, Roy McCutcheon; 2, Norman McDonald.
One hundred yards, boys under 15—1, Fred. Price; 2, Thomas Higgins.
Broad jump, boys under 15—1, Thomas Higgins; 2, Fred. Steele.
Broad jump, boys over 15—1, Valmore Landriau; 2, Harold Elnor.
One hundred yards race, girls over 15—1, Ethel Stevens; 2, Emma Rooke.
One hundred yards, boys over 15—1, Roy McCutcheon; 2, Arthur Ouellette.

## Repairs and Improvements.

During the summer holidays a satisfactory amount of work was completed both inside and outside of the buildings. The steam service in the new shop and the old shop was altered, the vacuum system being introduced. Additional baths and wash-basins were provided in the main building. An additional bank of shelving was set up in the school-book library, to accommodate the products of the Institution printing office. New book-cases were built in two of the class-rooms. Hardwood floors were laid in three class-rooms. An unused hoist and an unnecessary door-frame were removed from the corridor on the boys' side. New oak treads and risers were provided for the kitchen stairway. All the sash in the main building were refitted, and balanced with new cords and additional weights. The laundry was painted and kalsomined throughout, necessary kalsomining and painting were done in the main building, and the plastering was repaired where needed.

The old board walk leading to Ava Road (girls' walk) was removed and a cement walk constructed in its place. A cement walk from the centre door of the main building to the south door on the boys' side was constructed, which relieves the traffic through the main hall. The crossing to the Lodge was relaid in cement. The boys' board walk was repaired. A new frame and platform were provided for the weigh scales. The shed on the girls' side, where ladders, hose reels, etc., are kept, was raised and underpinned, with new roof, new doors, and painting. Some repairs were made to the slate and tin work of the main building, but this was not completed. Some inside and outside painting was done at the Principal's and Bursar's residences. A short line fence was constructed near Dufferin Avenue and the line fence on Ava Road was repaired and painted.

## Farm and Grounds.

The farmer reports that his hay was of good quality; wheat and oats of excellent quality and fairly good yield; rye heavy in the straw, but grain light, owing to the extreme heat in July; corn for the silo better than the average, as the cold, wet spring did not affect our light soil; corn for table use also good; tomatoes an abundant crop and fine quality; cabbage, cauliflower, cucumbers, lettuce and radishes choice; beets, carrots, mangels, turnips and parsnips better than usual; potatoes fairly good quality, but affected by dry rot, which is common in this locality this year—quantity below the average; onion crop small on account of blight; squash and pumpkins excellent; apples a light crop, but somewhat improved in quality.

As mentioned in former reports, the advisability of trying to work a farm, under the circumstances in which we are situated, is open to question. The soil

is poor in quality, a light sand with gravel underneath. Our choice of crops is restricted on account of our proximity to the city; there is no use cultivating things that we know would be stolen. The labor available is expensive and not efficient. Acting on the assumption that our ornamental grounds would be looked after in the spare time of the farm staff, the grounds get practically no attention, except the cleaning of the snow from the walks. The proposed railway and park drive, to cut across the farm, will add to the difficulty of working it advantageously, hence I recommend the restriction of our agricultural efforts to a smaller area and the engagement of one man, during the summer, to care for the grounds. The land thus released could be sold for building lots or for a city park.

### Books Added to Circulating Library.

Jewish Heroes and Prophets, 2 vol.
Memory Gems, 4 copies.
Treasure Island.
Six Select Stories.
Hundred Days in Europe.
Rebecca of Sunnybrook, 2 vol.
Aldrich's Selected Stories, 2 vol.
Virginibus Puerisque.
New Chronicles of Rebecca, 2 vol.
Daily Bread.
World I Live In.
Uncle William.
Miss Esperance, 2 vol.
Gentle Reader, 2 vol.
Wee Davie and Trap.
Footing It in Franconia.
Over Against Green Peak.
Wooing of Calvin Parks.
My Friend Prospero.
Song of the Stone Wall.
Ten Short Stories, 2 vol.
Cheerful Americans.

The new readers enrolled during the year numbered 14. Forty-four persons took out books during the year. Number of books issued 177. Total number of readers on the roll 176. Total number of books issued from the library 2,358.

I have the honour to be,

Sir,

Your obedient servant,

H. F. Gardiner,

*Principal.*

Brantford, November, 1910.

## Physician's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—I have the honour to forward my annual report for the year ending October 31st, 1910.

During the year the general health of the pupils has been up to the average. There was not the same prevalence of infectious colds as usual, owing, I think, to the more even heating of the building, by the low pressure system installed last year.

One case of diphtheria developed in April on the girls' side. The patient was immediately removed to the City Isolation Hospital, where she made a good recovery. The cause in this case was traced to the pupil's home, from which she had recently returned.

I regret to report that during the year Miss Margaret Walsh found it necessary, owing to cardiac trouble, to resign the position she had long held as teacher among the blind. She will be long and kindly remembered by her many pupils and by those officers who have been associated with her.

Miss Kavanagh, who found it necessary, owing to temporary debility, to be relieved of her classes for part of the term, has returned fully recovered.

Mr. D. Green contracted typhoid fever during the vacation and was unable to return for the opening of the session. He has since returned in perfect health.

Most members of the outside staff were off duty for short periods during the year suffering from temporary ailments.

The case of diphtheria which developed during the year reminds me once again of the unnecessary anxiety and danger in such cases, owing to not having room on the girls' side of the house for a suspect ward.

I have the honour to be,

Sir,

Your obedient servant,

J. A. Marquis.

Brantford, November 2, 1910.

## Oculist's Report.

To Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

I examined forty boys, thirteen of whom were new pupils, and thirty-nine girls, eight new, making a total of seventy-nine; fifty-eight former and twenty-one new. Of these twenty-one, with the exception of three, the sight is very bad, limited in many cases to the power to see light from darkness. Three are able to read some, but not enough to permit of their attending Public School.

It is regrettable that only nine out of this number are under the age of fourteen, although fourteen of them were blind since before they were five years of age.

This makes it pretty late for them to be starting their education in the proper way.

A good deal is now appearing in the press about preventable blindness, or blindness due to ophthalmia neonatorum. Four of the twenty-one are here from that cause, two boys and two girls. Two of them are reduced to absolute darkness, and two to the perception of light only. I may say it is the rule to find the sight very badly injured by this disease in the pupils who come to the Institution from this cause.

Of the one hundred and twenty-five pupils now registered at the Institution, twenty-eight (twenty-two per cent.) are here as the result of ophthalmia neonatorum. I cannot conceive of a good reason why doctors and hospitals do not universally and habitually use a method of prevention. If they think the instillation of nitrate of silver severe or troublesome to execute, let them carry a tube of ophthalmic discs of argyrol with them, two of which can be left with the nurse, one to be inserted into each eye after proper cleansing of the lids with water. If all new-born, whether there is any reason to anticipate trouble or not, are treated in this way, I am sure a great many will be saved from a life of blindness.

Of the other causes of blindness from which these new pupils are suffering, three are due to accidents and the most of the rest are congenital conditions.

The condition of the former pupils fluctuates a little, in the main towards improvement. In a few cases I have advised some operative procedure as offering sufficient improvement in sight to warrant interference, particularly as they have nothing to lose.

Only a few pupils required my attention during the year, as nothing of a serious nature in connection with their eyes arose.

Respectfully submitted,

B. C. Bell.

Brantford, November 1st, 1910.

## Literary Examiner's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—Herewith I beg to submit my report on the literary department of the Ontario Institution for the Education of the Blind. The examination upon which this report is made was conducted on June 6th to 9th inclusive. Under the heading of Miscellaneous I beg to offer a few suggestions. The following is a detailed statement:

### *Mr. Wickens' Classes.*

Arithmetic.—In this class of six girls and eleven boys very good work was done in addition, subtraction, multiplication and division of fractions and problems involving the use of fractional numbers. Ten problems were given and the marks ranged from 10% to 80%, with an average of 62%.

Geography.—In this class of 11 girls and 12 boys, with a study limit of the British Empire, its products, people, government, etc., very satisfactory answers were received, the percentages varying from 13 to 100, with an average of 73.

Physiology.—This class of 7 girls and 12 boys showed an intelligent knowledge of the limit of study, viz., the nervous system, the results ranged from 40 to 100%, with an average of 85.

Reading.—The reading book used is The Progressive Fourth Reader in the point system. The class consists of 20 pupils, all reading with expression and understanding, except two French boys who have a limited knowledge of English.

Latin.—Sufficient progress had been made in the Grammar to enable this class of six girls and one boy to translate simple English into Latin. The progress here is necessarily slow, owing to the lack of point texts for the pupils. The average mark was 89%.

Bible History and Geography.—This class is a large one, consisting of 25 pupils, the limit being the history of the Children of Israel as found in the Books of Numbers, Deuteronomy, Joshua and Judges. The examination was confined chiefly to the Book of Numbers. The results ranged from 0% to 100%, many taking the higher mark; the average was 88%.

Spelling.—Of a class of 15 girls and 12 boys, all the boys but one made 100%, the average for the class being 91%. The spelling is certainly very satisfactory.

*Mr. Roney's Classes.*

Arithmetic.—This class of 14 girls and 7 boys showed considerable variation on the following limit: Addition, subtraction, multiplication (tables to 15 times), with easy problems. The marks vary from 0% to 100%, with an average of 74%.

Grammar.—This class of 7 girls and 9 boys show an intelligent comprehension of The parts of a sentence, Parts of speech and Analysis of simple sentences, the marks ranging from 0% to 100%, with an average of 85%.

Geography.—This class of 8 girls and 7 boys have studied the map of Canada and 100 pages of Morang's Geography, the results varying from 35% to 100%, with an average of 81%.

Physiology.—In this class of 7 girls and 8 boys the course includes Digestion, Respiration and Circulation. The pupils are well advanced in this subject, as the following results show, minimum 50%, maximum 100%, average 88%.

Reading.—This class of 6 girls and 10 boys is made up of pupils of different stages of advancement. The reading was from the Primer, First and Second Books of the authorized Readers, printed in point at the Institution. The best reading is done by the totally blind. The average mark given was 82%.

Writing.—This large class of 13 boys and 10 girls had been taught capital and small letters and sentences. The writing was very angular, as must necessarily be the case with the blind in learning to write. On the average it was very creditable, the average mark being 81%.

Physical Culture.—A class of girls was put through a series of exercises in Calisthenics. The marching and exercises were executed in splendid time and the skipping was well done. In marching the step and time were good, but the alignment necessarily less perfect.

*Miss Kavanagh's Classes.*

Owing to illness Miss Kavanagh was not on duty and her classes were in charge of Mr. Green.

Arithmetic.—Sixteen questions were given to this class on percentage, which is the limit of work. The average mark of 80% shows that the class does good work. One pupil received only 13%, but the others did well.

Grammar.—Nouns, pronouns, adjectives and verbs forms the limit with this class. All received 50% or over, except one girl, the average for the class being 83%.

Geography.—This class of 14 boys and 14 girls had been taught simple definitions, counties and county towns of Ontario and the cities of Ontario. Two pupils were backward and made no marks, but the remainder did very well, averaging 78%.

Reading.—These pupils read from the First Reader and part of the Second Reader as authorized by the Department. The reading was very good, except in the case of those who have partial sight.

Writing.—These juniors are just learning to write. The limit consists of the small letters and figures, and the result was very satisfactory. The pencil writing is not done as rapidly as the point writing.

Spelling.—This class uses the Fourth Grade of the authorized Public School Speller. The average of 91% shows that the work is satisfactory.

Bible History.—The limit is chapters 7, 8, 9 and 10 of the Gospel according to St. Mark. Two pupils were not examined, as they were not taking the course, owing to the fact that they were preparing for confirmation. The remainder averaged 66%.

Object Lessons.—The limit here consists of the squirrel, muskrat, wild cat, fox, woodchuck, porcupine, beaver, boomerang, copper, robin, canary, bobolink, oriole and meadow lark. While the class made a very creditable average of 62%, I see little or no value in the work except as a memory exercise, which is hardly needed when the nature of the other work is considered.

*Miss Rae's Classes.*

Arithmetic.—This is an advanced class with a limit which includes multiplication tables to twenty times, weights and measures, problems based on simple and compound rules, bills, sharing, averages and aggregates. In the class are 11 boys and 9 girls, who obtained on a test of six questions marks ranging from 48% to 100%, the average being 82%.

Grammar.—The grammar studied is the history of the language and parsing. One boy is not sufficiently advanced for this class. The marks ranged from 0% to 100%, with an average of 83%.

Geography.—The map geography and products of the United States and South America forms the limit. The class is well up in the limit of the work, as the average mark of 93% shows.

Physiology.—The class shows a thorough comprehension of the limit of work, viz., The bones, skin, digestion, circulation, respiration and the nervous system. I am of opinion that better results would come to the pupils from a study of the application of the principles of physiology to the care of the body than to acquiring a store of facts bearing on the several topics of the limit.

Writing.—Several pupils in this class write well. I did not think it possible that such work as one young lady did could be executed by a person totally blind. The average mark was 77%. I am of opinion that it would be well to have much more of the work written, rather than so much oral work.

Spelling.—This class studied Grade 8 of the authorized Speller and certainly spell well, as 13 out of 17 obtained full marks, and the class averaging 91%.

Bible History.—This class of 22 had studied Bible History, as recorded in the first thirty chapters of Isaiah. Minimum mark 20%; maximum 100%; average 77%.

English History.—The period from 1660 to 1836 forms the limit of study. Of a class of 31, three were absent through illness and the remainder were not as uniformly graded as in many other classes. The marks assigned were from 0% to 100%, with an average of 77%.

Canadian History.—Limit 1815 to 1867. Three pupils were absent here through illness, and as in the English History there was considerable variation in the pupils. Minimum 0%; maximum 100%; average 55%. I was somewhat surprised to find the average mark of the girls higher than that of the boys, as was also the case in the English History. One girl showed an unusually intelligent and rational comprehension of history.

English Literature.—Two selections from Shakespeare had been memorized and an epitome of some nine plays learned from Lamb's "Tales from Shakespeare." I am given to understand from the Principal that the printing in point of the Ontario Readers will soon be completed. When this is accomplished, literature better adapted to the class will be available, and no doubt a change will be made in that direction. The class did well in the limit, obtaining an average of 87%.

Composition.—The class wrote a composition for me, which I took with me and read very carefully. I was greatly pleased with the results and think that considerable time should be devoted to this work, as pupils require it daily and it has also the value of improving their writing. One girl wrote a composition on "A Haunted House," to which I assigned the full mark, as expression, arrangement, continuity, etc., was certainly good.

*Miss Lee's Classes.*

Miss Lee has a varied line of work, which includes Kindergarten, Domestic Science and instruction to the junior class.

Arithmetic.—The arithmetic is very elementary in this class and consists of addition, subtraction and multiplication to six times, with easy problems relating thereto. This class of 19 made a good average of 80%.

Reading.—Some pupils had learned to read a little, while others were learning the alphabet. The results were quite satisfactory, the totally blind reading better than those partially blind, which I also found to be the case in the other classes.

Spelling.—The limit consists of all words in the Ontario Primer and some classified lists of familiar objects. This class proved no exception to the others, and the average mark of 91% demonstrates that spelling is a strong subject with the blind.

Bible History.—The limit in this class is a very good one, consisting of The Story of Samuel, The names of the Books in the Bible (classified), The Ten Commandments, The Beatitudes, The Lord's Prayer, The Apostles' Creed, and memorizing Psalms i., xix., xxiii., xci., and cxvii. These junior pupils made a splendid showing and obtained an average of 95%.

Kindergarten.—This is an important part of the work with the junior pupils and should receive considerable time. I saw pupils doing folding, weaving, sewing, stringing straws, lacing and raffia work, with much credit to themselves. This is a good foundation for the mechanical work of the higher grades. I must not forget to mention the splendid work done by pupils in clay modelling.

Domestic Science.—This work is done by the senior girls and is of great value to them. The exceptional cleanliness of the room, the utensils and the gowns of those at work demonstrates that it is possible to feel dirt as well as see it. Biscuits and cocoa were made during my visit and were such as would be a credit to any cook. The room is very small, but as the conditions are such that only a limited number can be instructed at once, this is not as objectionable as it otherwise would be.

*Miss Haycock's Classes.*

Bible History.—The limit of this class of twelve consists of memorizing Psalm cv., study of the principal characters from the Creation to the entrance of the Children of Israel into the Promised Land. These are the senior pupils and they know the work of the limit well, as shown by the average of 92%.

Spelling.—As in the other classes, the Ontario Speller is used, it having been printed in point at the press of the Institution. The high standard of the other classes was maintained in this, the average being 93%.

MISCELLANEOUS.

Physical Culture.—This work among the boys is under the direction of Mr. Green, who is well qualified to do it, and is very attentive to the boys, particularly with the younger ones. The class gave an exhibition in dumb-bell exercises, extension exercises and marching. To pupils living in the Institution and unable to get about as easily as those having sight, a regular and systematic course is of great value.

Basket-making and Cane-seating.—In the former eleven boys receive instruction and in the latter twelve. The work is in charge of Mr. Donkin, who is very capable and efficient. The character of the work speaks for itself and will be on exhibition at the Exhibition in the near future. This is a class of work well suited to blind boys and one in which they become sufficiently skilled to earn a good living. The self-sacrifice of Mr. Donkin in the interest of pupils and ex-pupils is worthy of emulation.

Hammocks.—This work is directed by Mr. Lambden, and is also well suited to boys. The character of the work is all that could be desired and may be seen and judged by the public from the specimens which will be on exhibit at the Toronto Exhibition this summer. Mr. Lambden is very much interested in his work with the boys. There are twelve engaged at this work.

Manual Training.—This department has been recently opened up and is also under the direction of Mr. Lambden. The building is supplied with all necessary tools and benches of a most approved form, which were designed by the instructor, Mr. Lambden. As the term was about over and specimens were being collected for the Toronto Show, I had not the opportunity of seeing the boys at work, but the work exhibited was good, and pupils should have more time in this department.

Knitting and Crocheting.—This work is under the direction of Miss Haycock, who gives instruction to 41 girls in knitting and 13 in crocheting. This work is of importance to girls and they make great progress in learning it. The execution of the work, of course, is slower than with people who see, but is in no way inferior in quality. Many specimens will be shown in Toronto this summer. Articles of various kinds and patterns are made.

Sewing and Darning.—Miss Cooper has charge of this work and gives instruction to 32 girls. Articles of various kinds are made, which involve sewing

of various kinds, putting in insertion, etc. The hemming, felling and stitching was well done both by hand and by machine. I would like to have seen more of this work done, but as work was being finished up preparatory to being sent to the Exhibition at Toronto I was deprived of that privilege.

Bead Work.—In this department I saw a demonstration of the blind leading the blind. The work is in charge of Misses Cronk and Hepburn, and they certainly do good work and interest their pupils in it. The class consists of 32 girls and 22 boys. This is a good medium by which the blind may be taught to express form, and while the work is too slow to be of much use in assisting the pupil in the battle of life, it has a virtue in keeping them employed, and thus preventing them getting into idle habits or growing despondent. Much of this work will also be exhibited at Toronto this summer.

## Suggestions.

(1) I would suggest that whoever is appointed to do this work another year be given more time. A fortnight would be quite short enough for anything like a careful examination. More time would also allow of written as well as oral work, and this would result in a fairer and truer estimate of the relative standing of pupils being made.

(2) As many of these pupils remain at the Institution for a number of years, it would be well to follow the ordinary school curriculum as far as conditions would warrant. This would have the advantage of giving the world a better estimate of the attainments of the blind, and also enable any who might wish to secure a higher standard of education, a standing that would be recognized by other educational institutions.

(3) After pupils have obtained a reasonable proficiency in the subjects of an ordinary education more time should be spent upon work of a mechanical nature, which would be of service to them in after life in earning a living.

(4) Our sympathy naturally goes out to the blind, and possibly leads us to under-estimate their abilities. I am satisfied that many of these pupils have sufficient mental ability to attain a higher standing.

(5) While I do not wish in any way to under-estimate the value of Bible study, yet the very nominal price at which pupils can buy Bibles in point leads me to think that less time and tax on the memory is necessary in this direction.

(6) The general deportment of pupils, the relations of pupils to the Principal and staff, and the care of the pupils is very satisfactory.

(7) I observed no place in which pupils could read during leisure hours except outside the building, in the halls or in the dormitories. I think your Department would be justified in providing suitable reading rooms for the boys and the girls, and I am sure they would be appreciated.

(8) The distribution of work among the different members of the staff is very satisfactory with the possible exception of Mr. Lambden, who, I think, from the importance of his work to the pupils might be relieved of some of his work.

(9) The printing plant is a means whereby the authorized books of your Department will ultimately be printed in point, much to the benefit of the pupils, as it will then be possible to organize the courses of study the same as in the ele-

mentary schools, and place the blind on a par with other pupils, which I am sure they will appreciate. The Speller, Primer, First and Second Readers have already been completed.

All the foregoing is respectfully submitted.

E. E. C. Kilmer, B.A.,

*Inspector Brantford City Schools, Examiner.*

Brantford, June 18th, 1910.

## Report on Musical Instruction.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—I have the honour of presenting my report as examiner in music at the Ontario Institution for the Blind, Brantford.

The examination, which was held on June 1st and 2nd, included the following subjects: Piano, Organ, Solo Singing and Voice-production, Choral Class Work, and the Theory of Music.

Forty-seven pupils presented themselves in Piano-playing, three in Organ, seven in Solo Singing, and eleven in the Theory of Music.

Of the 19 piano pupils in elementary work, fourteen were "very fair," one "fair" and four "weak."

In Grade No. I, of twenty-three pupils, six were "good," six "very fair," and nine "weak."

In Grade No. II, one passed with Honours of the second class, and one "passed."

In Grade No. III, one obtained Honours, and two "passed."

In Grade No. IV, (advanced), one gained Honours and another "passed." Both are intelligent, clever students.

Amongst the piano students there are a number who possess more than average musical ability, and are a credit to their excellent teachers, Mr. W. Norman Andrews, Miss Moore and Miss Harrington, but there is considerable weakness, especially in technical work, particularly in the lower grades.

More stress might with advantage be laid on this indispensable side of piano study.

Organ Playing. Three pupils were examined in this department; one, a youth of seventeen years of age, passed with first-class honours. This student possesses remarkable ability.

Since the examination held at Brantford this pupil has gained the diploma of the Canadian Guild of Organists (Associateship), a distinction which reflects the greatest possible credit on himself and his teachers, Mr. W. Norman Andrews and Miss Moore.

Two other candidates, beginners, are making satisfactory progress. Seeing that organ playing is becoming a greater factor in the musical life of the O. I. B., I would suggest that the present instrument be reconstructed, or, better, a new one provided, with *three* manuals, and more modern appliances. A pedal-board on the scale, recommended by the Canadian Guild of Organists, and the Royal College of Organists, England, should replace the one now in use.

All the seven pupils examined in solo singing and voice-production passed.

In Grade No. I, five candidates were successful, one gaining first-class, two second-class honours, and two passed.

In Grade No. II, one passed.

In Grade No. III, one very promising young singer, with a fine baritone voice, gained first-class honours.

Whilst the result in this branch of study is very satisfactory, a little more attention to voice-production and intervals is desirable.

The Theory of Music. Eleven pupils were examined in Harmony, Counterpoint and History.

The marks obtained in both first and second year papers—one case excepted—ranged from 50 to 92 per cent.

These excellent results speak well for the teaching capabilities of Miss Moore and for the keen application of the students themselves.

Five students constitute the Normal Class. This important course, conducted by the Musical Director, was established for the purpose of enabling blind teachers to impart a thorough knowledge of the staff, and Notation generally, to those with sight.

The result of the examination was eminently satisfactory. Four gained a first-class and one a pass.

Musical Dictation. Forty-two pupils took down the notes of two lines of a hymn-tune in point print. In this test nine gained the maximum number of marks, eleven 90 per cent. and over, and the majority of the remainder from 50 to 80 per cent. A highly gratifying result.

The Choral Class is a well-balanced body of young, fresh voices, having upwards of forty members. After singing a few technical studies, the class gave, with much expression, several interesting selections in three and four parts, from the works of Mendelssohn, Leslie and Caldicott, under the direction of Mr. W. Norman Andrews. The intonation and enunciation, especially in the unaccompanied pieces, would do credit to choirs of much greater ambition. The solo parts were artistically sung by two of the students, a soprano and a baritone. The enthusiasm displayed in this department is worthy of much praise.

Piano-Tuning. Mr. Usher's class numbers seventeen of various grades; all were keen on their work, the majority showing marked ability and promise to become excellent painstaking piano-tuners.

In the interests of the pupils and of the Institution, I recommend that in future all students who have successfully completed the full tuning course, and shall have passed the Piano Examination in Grades Nos. I and II, shall receive a certificate of proficiency.

I beg to offer two or three other suggestions: First, that the course in Musical History would prove of much greater value and would gain considerably in interest, if in future all first and second grade pupils be given a special *modern* period to study, leaving the earlier and more abstruse periods in this subject until the pupils have come to the more advanced grades.

Secondly, that the Harmony and Counterpoint papers should be shorter than in past years, and that a short oral examination for each class should be added.

Thirdly, that a course of study for the violin should be added to the curriculum. The study of orchestral instruments, especially the violin, is of immense educational value.

In conclusion, I would say that the musical department of the O. I. B. is in very capable hands, and if the excellent syllabus recently compiled by the Musical Director, Mr. W. Norman Andrews, is systematically adhered to, success in the future is assured.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM,

*Mus. Doc., F.R.C.O.*

Toronto, June 10th, 1910.

## ONTARIO INSTITUTION FOR THE BLIND.

### Statistics for the Year Ending 31st October, 1910.

I.—Attendance.

| | Male. | Female. | Total. |
|---|---|---|---|
| Attendance for portion of year ending 30th September, 1872 | 20 | 14 | 34 |
| " for year ending 30th September, 1873 | 44 | 24 | 68 |
| " " " 1874 | 66 | 46 | 112 |
| " " " 1875 | 89 | 50 | 139 |
| " " " 1876 | 84 | 64 | 148 |
| " " " 1877 | 76 | 72 | 148 |
| " " " 1878 | 91 | 84 | 175 |
| " " " 1879 | 100 | 100 | 200 |
| " " " 1880 | 105 | 93 | 198 |
| " " " 1881 | 103 | 98 | 201 |
| " " " 1882 | 94 | 73 | 167 |
| " " " 1883 | 88 | 72 | 160 |
| " " " 1884 | 71 | 69 | 140 |
| " " " 1885 | 86 | 74 | 160 |
| " " " 1886 | 93 | 71 | 164 |
| " " " 1887 | 93 | 62 | 155 |
| " " " 1888 | 94 | 62 | 156 |
| " " " 1889 | 99 | 68 | 167 |
| " " " 1890 | 95 | 69 | 164 |
| " " " 1891 | 91 | 67 | 158 |
| " " " 1892 | 85 | 70 | 155 |
| " " " 1893 | 90 | 64 | 154 |
| " " " 1894 | 84 | 66 | 150 |
| " " " 1895 | 82 | 68 | 150 |
| " " " 1896 | 72 | 69 | 141 |
| " " " 1897 | 76 | 73 | 149 |
| " " " 1898 | 74 | 73 | 147 |
| " " " 1899 | 77 | 71 | 148 |
| " " " 1900 | 77 | 67 | 144 |
| " " " 1901 | 72 | 66 | 138 |
| " " " 1902 | 68 | 70 | 138 |
| " " " 1903 | 67 | 64 | 131 |
| " " " 1904 | 68 | 66 | 134 |
| " " " 1905 | 67 | 74 | 141 |
| " " " 1906 | 71 | 76 | 147 |
| " " " 1907 | 72 | 72 | 144 |
| " " " 1908 | 71 | 68 | 139 |
| " " " 1909 | 72 | 70 | 142 |
| " " 31st October, 1910 | 77 | 67 | 144 |

II.—Age of Pupils.

| | No. | | No. |
|---|---|---|---|
| Six years | 1 | Eighteen years | 12 |
| Seven " | 3 | Nineteen " | 8 |
| Eight " | 4 | Twenty " | 5 |
| Nine " | 12 | Twenty-one " | 1 |
| Ten " | 6 | Twenty-two " | 5 |
| Eleven " | 7 | Twenty-three " | 2 |
| Twelve " | 7 | Twenty-four " | 2 |
| Thirteen " | 7 | Twenty-five " | 3 |
| Fourteen " | 17 | Over twenty-five years | 8 |
| Fifteen " | 9 | | |
| Sixteen " | 12 | Total | 144 |
| Seventeen " | 13 | | |

III.—Nationality of Parents.

| — | No. | — | No. |
|---|---|---|---|
| American | 4 | Norwegian | |
| Canadian | 79 | Russian | 1 |
| English | 38 | Scotch | 9 |
| Irish | 5 | Unknown | 2 |
| Italian | 1 | Welsh | 1 |
| Galician | 1 | | |
| German | 2 | Total | 144 |
| Hungarian | 1 | | |

IV.—Denomination of Parents.

| — | No. | — | No. |
|---|---|---|---|
| Christian Science | 1 | Salvationist | 2 |
| Congregational | 1 | Lutheran | 1 |
| Baptist | 8 | Jewish | 1 |
| Disciples | 1 | Greek Catholic | 1 |
| Episcopalian | 41 | Unknown | 2 |
| Methodist | 37 | United Brethren | 1 |
| Presbyterian | 23 | | |
| Roman Catholic | 24 | Total | 144 |

V.—Occupation of Parents.

| — | No. | — | No. |
|---|---|---|---|
| Agents | 3 | Lawyer | 1 |
| Baker | 1 | Manufacturers | 4 |
| Bar-tender | 1 | Machinists | 2 |
| Barber | 1 | Mason | 1 |
| Bricklayer | 1 | Merchants | 7 |
| Blacksmiths | 2 | Military | 1 |
| Chief of Police | 1 | Moulder | |
| Carpenters | 8 | Miner | 1 |
| Clerk | 1 | Painter | 1 |
| Caretaker | 1 | Printer | 1 |
| Contractors | 2 | Plasterers | 2 |
| Cooper | | Physician | 1 |
| Cook | 1 | Plumber | |
| Clergyman | 1 | Policemen | 2 |
| Drover | 1 | Sailors | 2 |
| Electrician | 1 | Shoemakers | 2 |
| Engineers | 2 | Railway employees | 3 |
| Farmers | 29 | Rancher | |
| Firemen | 2 | Tanner | 1 |
| Fisherman | 1 | Tailors | 2 |
| Gardeners | 3 | Travellers | 2 |
| Government officer | 1 | Teamsters | 4 |
| Grocer | 1 | Tinsmiths | 2 |
| Hackman | 1 | Warehouseman | 1 |
| Hostler | | Unknown | 6 |
| Hotel-keeper | 1 | | |
| Jeweller | 1 | Total | 144 |
| Laborers | 27 | | |

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1910.

| County or City. | Male. | Female. | Total. | County or City. | Male. | Female. | Total. |
|---|---|---|---|---|---|---|---|
| District of Algoma | 3 | .... | 3 | County of Norfolk | 1 | 1 | 2 |
| City of Belleville | 1 | .... | 1 | " Northumberland | 1 | .... | 1 |
| County of Brant | 1 | .... | 1 | " Ontario | 1 | 1 | 2 |
| City of Brantford | 2 | 2 | 4 | City of Ottawa | 7 | 5 | 12 |
| County of Bruce | .... | 2 | 2 | County of Oxford | 1 | 4 | 5 |
| " Carleton | .... | 1 | 1 | " Peel | .... | .... | .... |
| " Dufferin | 1 | .. | 1 | " Perth | .... | .... | .... |
| " Dundas | .... | .... | .... | City of Peterborough | .... | 2 | 2 |
| " Durham | 1 | .... | 1 | County of Prince Edward | 1 | .... | 1 |
| " Elgin | 1 | 1 | 2 | " Prescott | 1 | .... | 1 |
| " Essex | 1 | 1 | 2 | " Renfrew | .... | .... | .... |
| " Frontenac | .... | .... | .... | " Russell | 2 | 2 | 4 |
| " Glengarry | .... | 1 | 1 | City of St. Catharines | .... | 1 | 1 |
| " Grenville | .... | .... | .... | " St. Thomas | .... | .... | .... |
| " Grey | 1 | 1 | 2 | " Stratford | 1 | 1 | 2 |
| City of Guelph | .... | 1 | 1 | County of Simcoe | 2 | 1 | 3 |
| County of Haldimand | .... | .... | .... | " Stormont | .... | 1 | 1 |
| " Haliburton | .... | .... | .... | City of Toronto | 11 | 11 | 22 |
| " Halton | .... | .... | .... | County of Victoria | 2 | .... | 2 |
| City of Hamilton | 2 | 2 | 4 | " Waterloo | 1 | .... | 1 |
| County of Hastings | 1 | .... | 1 | " Welland | 2 | 1 | 3 |
| " Huron | 3 | 3 | 6 | " Wellington | .... | 1 | 1 |
| City of Kingston | .... | .... | .... | " Wentworth | 2 | 1 | 3 |
| County of Kent | .... | 1 | 1 | " York | 1 | 1 | 2 |
| " Lambton | 4 | 2 | 6 | *Saskatchewan | 4 | 2 | 6 |
| " Leeds | 2 | .... | 2 | *Alberta | 1 | 2 | 3 |
| " Lanark | 2 | .... | 2 | *Manitoba | 3 | 2 | 5 |
| " Lennox | .... | .... | .... | *British Columbia | 1 | .... | 1 |
| " Lincoln | .... | .... | .... | District of Parry Sound | .... | .... | .... |
| City of London | 1 | 1 | 2 | *Quebec | 1 | .... | 1 |
| County of Middlesex | 1 | 5 | 6 | | | | |
| District of Muskoka | .... | 3 | 3 | Total | 77 | 67 | 144 |
| District of Nipissing | 2 | .... | 2 | | | | |

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1910.

| County or City. | Male. | Female. | Total. | County or City. | Male. | Female. | Total. |
|---|---|---|---|---|---|---|---|
| District of Algoma | 8 | 4 | 12 | County of Haldimand | 4 | 5 | 9 |
| City of Belleville | 4 | 1 | 5 | " Halton | 7 | 3 | 10 |
| County of Brant | 9 | 7 | 16 | City of Hamilton | 16 | 19 | 35 |
| City of Brantford | 17 | 12 | 29 | County of Hastings | 6 | 5 | 11 |
| County of Bruce | 9 | 11 | 20 | " Huron | 13 | 13 | 26 |
| " Carleton | 2 | 2 | 4 | City of Kingston | 7 | 4 | 11 |
| " Dufferin | 2 | 1 | 3 | County of Kent | 10 | 7 | 17 |
| " Dundas | 3 | 3 | 6 | " Lambton | 19 | 8 | 27 |
| " Durham | 4 | 4 | 8 | " Leeds | 14 | 4 | 18 |
| " Elgin | 7 | 6 | 13 | " Lanark | 4 | 4 | 8 |
| " Essex | 14 | 20 | 34 | " Lennox | 4 | 1 | 5 |
| " Frontenac | 5 | 3 | 8 | " Lincoln | 3 | 3 | 6 |
| " Glengarry | 8 | 1 | 9 | City of London | 12 | 10 | 22 |
| " Grenville | 2 | 2 | 4 | District of Nipissing | 7 | 4 | 11 |
| " Grey | 10 | 12 | 22 | County of Middlesex | 10 | 13 | 23 |
| City of Guelph | 4 | 3 | 7 | District of Muskoka | 3 | 3 | 6 |

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1910.—Continued.

| County or City. | Male. | Female. | Total. | County or City. | Male. | Female. | Total. |
|---|---|---|---|---|---|---|---|
| County of Norfolk | 11 | 9 | 20 | County of Stormont | 5 | 1 | 6 |
| " Northumberland | 6 | 9 | 15 | City of Toronto | 64 | 49 | 113 |
| " Ontario | 8 | 10 | 18 | County of Victoria | 8 | 2 | 10 |
| City of Ottawa | 23 | 7 | 30 | " Waterloo | 12 | 5 | 17 |
| County of Oxford | 7 | 13 | 20 | " Welland | 8 | 5 | 13 |
| " Peel | 2 | 1 | 3 | " Wellington | 10 | 8 | 18 |
| " Perth | 5 | 10 | 15 | " Wentworth | 10 | 10 | 20 |
| " Peterborough | 13 | 5 | 18 | " York | 18 | 16 | 34 |
| " Prince Edward | 7 | 2 | 9 | *Province of Quebec | 5 | 1 | 6 |
| " Prescott | 4 | .... | 4 | *Saskatchewan | 5 | 5 | 10 |
| " Renfrew | 8 | 6 | 14 | *United States | 1 | .. | 1 |
| " Russell | 5 | 3 | 8 | *British Columbia | 2 | ... | 2 |
| City of St. Catharines | 2 | 2 | 4 | *Manitoba | 4 | 2 | 6 |
| " St. Thomas | 3 | 2 | 5 | District of Parry Sound | 1 | .... | 1 |
| " Stratford | 3 | 1 | 4 | *Alberta | 2 | 3 | 5 |
| County of Simcoe | 13 | 11 | 24 | | 522 | 400 | 922 |

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1910.

| County or City. | Male. | Female. | Total. | County or City. | Male. | Female. | Total. |
|---|---|---|---|---|---|---|---|
| District of Algoma | 1 | .... | 1 | County of Norfolk | .... | .... | .... |
| City of Belleville | 1 | .... | 1 | " Northumberland | 1 | .... | 1 |
| County of Brant | .... | .... | .... | " Ontario | 1 | 1 | 2 |
| City of Brantford | 2 | 2 | 4 | City of Ottawa | 4 | 6 | 10 |
| County of Bruce | .... | 2 | 2 | County of Oxford | 1 | 3 | 4 |
| " Carleton | .... | .... | .... | " Peel | .... | .... | .... |
| " Dufferin | .... | .... | .... | " Perth | .... | .... | .... |
| " Dundas | .... | .... | .... | City of Peterborough | .... | 2 | 2 |
| " Durham | 1 | .... | 1 | County of Prince Edward | 1 | .... | 1 |
| " Elgin | 1 | 1 | 2 | " Prescott | 1 | .... | 1 |
| " Essex | .... | 1 | 1 | " Renfrew | .... | .... | .... |
| " Frontenac | .... | .... | .... | " Russell | .... | 2 | 2 |
| " Glengarry | .... | 1 | 1 | City of St. Catharines | .... | 1 | 1 |
| " Grenville | .... | .... | .... | " St. Thomas | .... | .... | .... |
| " Grey | 1 | 1 | 2 | " Stratford | 1 | 1 | 2 |
| City of Guelph | .... | 1 | 1 | County of Simcoe | 1 | 1 | 2 |
| County of Haldimand | .... | .... | .... | " Stormont | .... | 1 | 1 |
| " Haliburton | .... | .... | .... | City of Toronto | 10 | 7 | 17 |
| " Halton | .... | .... | .... | County of Victoria | 2 | .... | 2 |
| City of Hamilton | 2 | 3 | 5 | " Waterloo | 1 | .... | 1 |
| County of Hastings | 1 | .... | 1 | " Welland | .... | .... | .... |
| " Huron | 2 | 3 | 5 | " Wellington | .... | 1 | 1 |
| City of Kingston | .... | .... | .... | " Wentworth | 1 | .... | 1 |
| County of Kent | .... | 2 | 2 | " York | 1 | 1 | 2 |
| " Lambton | 3 | 2 | 5 | British Columbia | .... | .... | .... |
| " Leeds | 2 | .... | 2 | Quebec | 1 | .... | 1 |
| " Lanark | 1 | .... | 1 | Manitoba | 4 | 2 | 6 |
| " Lennox | .... | .... | .... | District of Parry Sound | .... | .... | .... |
| " Lincoln | .... | .... | .... | " Rainy River | .... | .... | .... |
| City of London | 1 | .... | 1 | Saskatchewan | 4 | 1 | 5 |
| " Woodstock | .... | .... | .... | Alberta | 2 | 1 | 3 |
| County of Middlesex | .... | 2 | 2 | City of Woodstock | .... | .... | .... |
| District of Muskoka | .... | 2 | 2 | | | | |
| " Nipissing | 1 | .... | 1 | Totals | 58 | 54 | 112 |
| City of Niagara Falls | 1 | .... | 1 | | | | |

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1910. Compared with preceding year.

| Items. | Service. | 30th September, 1909. | | | 31st October, 1910. | | |
|---|---|---|---|---|---|---|---|
| | | Total expenditure, 1909. | Yearly cost, Average 116. | Weekly cost Average. | Total expenditure, 1910. | Yearly cost Average 119. | Weekly cost Average. |
| | | $ c. | $ c. | c. mls. | $ c. | $ c. | c. mls. |
| 1 | Medicine and Medical Comforts.. | 98 60 | 85 | 1.6 | 131 46 | 1 10 | 2.1 |
| 2 | Butchers' Meat, Fish and Fowl . | 1,586 74 | 13 68 | 26.2 | 1,918 92 | 16 12 | 31. |
| 3 | Flour, Bread and Biscuits..... | 495 06 | 4 27 | 8.2 | 541 10 | 4 37 | 8.2 |
| 4 | Butter and Lard..... | 1,664 51 | 14 35 | 27.5 | 1,637 57 | 13 76 | 26.4 |
| 5 | General Groceries..... | 1,140 27 | 9 83 | 18. | 1,290 69 | 10 84 | 20.8 |
| 6 | Fruit and Vegetables..... | 215 85 | 1 86 | 3.5 | 244 59 | 2 05 | 3.9 |
| 7 | Bedding, Clothing and Shoes .... | 115 83 | 99 | 1.9 | 258 33 | 2 17 | 4.1 |
| 8 | Fuel—Wood, Coal and Gas ..... | 4,023 39 | 34 68 | 66.7 | 3,152 77 | 26 49 | 50.9 |
| 9 | Light—Electric and Gas ..... | 1,071 63 | 9 23 | 17.7 | 1,088 05 | 9 14 | 17.6 |
| 10 | Laundry—Soap and Cleaning.... | 272 57 | 2 36 | 4.5 | 379 11 | 3 18 | 6.3 |
| 11 | Furniture and Furnishings ..... | 629 02 | 5 42 | 10.4 | 605 89 | 5 09 | 9.8 |
| 12 | Farm and Garden — Feed and Fodder..... | 588 79 | 5 07 | 9.7 | 757 71 | 6 36 | 10.2 |
| 13 | Repairs and Alterations..... | 1,120 63 | 10 52 | 20.2 | 1,371 72 | 11 52 | 22.1 |
| 14 | Advertising, Printing and Stationery..... | 675 75 | 5 83 | 11.2 | 470 08 | 3 95 | 7.6 |
| 15 | Books, Apparatus and Appliances | 1,762 55 | 15 19 | 29.2 | 1,321 12 | 11 10 | 21.3 |
| 16 | Miscellaneous—Unenumerated... | 1,279 85 | 11 03 | 21.2 | 1,094 71 | 9 27 | 17.8 |
| 17 | Pupils' Sittings at Church..... | 200 00 | 1 72 | 3.1 | 200 00 | 1 67 | 3.2 |
| 18 | Rent of Hydrants..... | 160 00 | 1 38 | 2.6 | 160 00 | 1 34 | 2.6 |
| 19 | Water Supply..... | 326 87 | 2 82 | 5.4 | 290 46 | 2 44 | 4.7 |
| 20 | Salaries and Wages..... | 20,688 88 | 178 16 | 342.6 | 21,944 81 | 184 41 | 354.6 |
| 21 | Supplementary— | | | | | | |
| | Repair Building, &c..... | 910 35 | 7 79 | 14.9 | ..... | ..... | ..... |
| | Workshop, Willow Materials. | ..... | ..... | ..... | 235 91 | 1 98 | 3.8 |
| | Organ Repair..... | ..... | ..... | ..... | 470 00 | 3 95 | 7.6 |
| | Piano " ..... | ..... | ..... | ..... | 85 00 | 71 | 1.3 |
| | Hardware ..... | ..... | ..... | ..... | 177 49 | 1 49 | 2.8 |
| | Hammock Materials..... | ..... | ..... | ..... | 86 66 | 72 | 1.4 |
| | | 39,027 14 | 336 44 | 645.8 | 39,914 15 | 335 41 | 645. |

31st October, 1910. Certified correct. W. N. HOSSIE, Bursar.

# APPENDIX J.—REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB

Minister of the Government in Charge.
HON. R. A. PYNE, M.D., LL.D., M.P.P.

OFFICERS OF THE INSTITUTION.

| | |
|---|---|
| C. B. Coughlin, M.D. | Superintendent. |
| Wm. Cochrane | Bursar. |
| W. W. Boyce, M.D. | Physician. |
| Miss E. A. Willoughby | Matron. |

TEACHERS.

| Manual. | Oral. |
|---|---|
| D. R. Coleman, M.A. (Head Teacher). | Miss A. Burke. |
| Wm. Campbell. | H. L. Ingram. |
| J. C. Balis. | Miss L. Hunter. |
| G. F. Stewart. | Miss S. McArdle. |
| Mrs. J. C. Balis. | Miss M. Evoy. |
| Miss Templeton. | Miss K. Ford. |
| Miss Linn. | Miss I. B. Palen. |
| Miss James. | Miss P. Campbell. |
| Miss Bull. | |

| | |
|---|---|
| Articulation | Miss F. Cross. |
| Domestic Science | Miss K. Vaughan. |
| Fancy Work | Miss M. Bull. |
| Manual Training | H. L. Ingram. |

| | |
|---|---|
| Miss B. McIntosh | Clerk. |
| Miss M. Tindal | Trained Nurse and Instructress in Home Nursing. |
| Miss E. Deannard | Assistant Matron and Supervisor of Girls. |
| Wm. Nurse | Storekeeper and Assistant Supervisor of Boys. |
| W. S. Minns | Supervisor of Boys. |
| J. T. Burns | Printer and Instructor in Printing. |
| A. Morrice | Shoemaker and Instructor in Shoemaking. |
| J. Boyd | Baker and Instructor in Baking. |
| J. Dowrie | Carpenter and Instructor in Carpentering. |
| H. Lamb | Farmer and Instructor in Farming. |
| C. J. Peppin | Engineer. |

INSTITUTION FOR THE DEAF,

BELLEVILLE, October 31st, 1910.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education, Toronto*:

SIR,—I have the honour of presenting herewith the Fortieth Annual Report of the Institution for the Deaf.

The session 1909-10 was in some respects a very trying one. Soon after the school opened an epidemic of scarlet fever broke out, followed soon after by measles. Fortunately both diseases were of a very mild type, but owing to the large number who contracted one or other of these ailments, and had therefore to be isolated for from three to six weeks, the work of the class-rooms was for a time greatly interrupted. Then in the month of May both the scarlet fever and measles, and German measles, made their appearance. The diseases at this time were also of a mild type, but, as is usually the case, whenever an epidemic of any great proportions occurs, no matter how mild in character, there are almost sure to be some deaths, and during this second outbreak one of our brightest little boys, Albert Garside, of London, was attacked by a malignant type of scarlet fever and died in about thirty-six hours. The sympathy of the entire staff went out to the afflicted parents in their sad bereavement. If we except these contagious disesases, the general health of the pupils was excellent. At the re-opening of the school in September the clothing of the pupils was thoroughly disinfected, as is also all the clothing coming during the session, as soon as it arrives. The Institution hospital is now in constant use, the trained nurse and a maid having been transferred there from the main building, and now any pupil ill enough to be in bed is sent to the hospital. As a result of this change, if a child is developing a contagious disease it is likely to be removed from the main building even before the ailment is diagnosed, and thus the danger of the disease being contracted by other children is greatly lessened.

During the summer all of the buildings, together with the bedding, etc., were thoroughly cleaned and disinfected, and when school was opened in the fall the building was as clean and healthful as on the day it was built.

In connection with this part of my report I would like to pay a tribute to the loyalty and devotion of the household staff during this trying period. Although so much sickness entailed a great deal of extra work, no complaints were made, and no one spared any pains or effort in ministering to the comfort of those who were ill, and in doing his or her share of the extra labour involved.

The work in the class-rooms and shops was seriously interfered with by the epidemics above referred to, but, despite this handicap, a very satisfactory year's work was accomplished, surpassing, I think I may say, that of any previous session. The most marked advance was in regard to reading. The pupils' library, to which considerable additions have been made, was got ready for use early in the session, and an effort was made to interest the pupils in the use of books. An hour every school day evening—from eight to nine o'clock—is set apart for reading, but it is entirely optional with the pupils as to whether or not they avail themselves of the opportunity. The object is to have the pupils regard this, not as a task imposed, but as a privilege granted; and it is pleasing to note that a considerable number devote at least two or three evenings a week to this purpose. We have merely made a beginning in this important subject but the beneficial results are already very obvious.

## School-Room Accommodation.

In previous reports I have referred to the urgent need that exists for increased accommodation for class-room and other purposes. For many years this need has been recognized and it is being felt with ever-increasing pressure each succeeding session. The introduction of the Oral System has necessitated smaller, and therefore a greater number of classes, and we have been obliged to resort to all kinds of make-shifts in order to provide school rooms for these additional classes. I, therefore, earnestly urge upon you the importance, the imperative need, for making immediate provision for erecting a new school building. Summarized, the reasons for this are as follows:

1. Nearly all of the present class-rooms are too small. The regulations of the Department call for a space of 1,000 cubic feet for each pupil. Some of our rooms do not afford one-third of that space. And even this condition is aggravated by the fact that there is no system of ventilation except by the open window.

2. The further extension of the Oral System will make it necessary to increase the number of classes, as oral classes must be smaller than manual classes. As, however, we seem to have reached the limit of even make-shift class-rooms, we have arrived at a point where any further progress seems to be impossible.

3. All of our manual classes, also, are too large, but, for the same reason as given above, this defect cannot at present be remedied.

4. The further extension of the school term is absolutely necessary if our pupils are to receive an education equal to that which hearing children get in the public schools of the Province, or to that provided in the best or even the second best schools for the deaf. Hampered as they are by their defect, the deaf should be better educated than hearing people if they are to have anything like a fair or equal chance in life. At present the education received by our pupils is very inferior to that provided for hearing children in the public schools, not to mention the high schools at all, and this disadvantage cannot be overcome except by keeping the deaf pupils at school for a longer period. The extension of the school term, however, is tantamount to a large increase in the average attendance, and this is quite impossible with our present accommodation.

5. Some of our dormitories are crowded very considerably past the limit of healthfulness. No remedy can be provided for this state of affairs until we have more room.

6. Reading rooms are also very much needed. We are making a special effort to engender in our pupils a love for reading, without which they can never gain facility in the use of language and which is the only means of culture open to the deaf. In our endeavour in this direction, however, we are hampered to the point of discouragement by the want of suitable reading rooms. At present we are obliged to use some of the class-rooms for this purpose. This gives what should be a privilege and a pleasure the semblance of a school-room task, and has a tendency to stifle the interest and enthusiasm in regard to this important subject.

These are a few of the reasons on which we base our plea for a new school building. We realize that we are coming far short of giving our pupils the degree of education to which they are entitled and that the best interests of the country require that they should have.

A gymnasium, also, is very much needed. The Institution is practically the home as well as the school of our pupils for a period of ten years. These years between the ages of seven and sixteen are the chief formative years of the child's life. It is the only period when the physical development of the child can

be influenced to any great degree. Proper physical training at this period will develop not only the muscles but will also develop and keep in a healthy condition the various organs of the body. Deprive the child of this, the muscles are weak, the digestion poor, toxins accumulate in the system and the pupil sits in the classroom without energy and without alertness, and the results obtained by the teacher are correspondingly lessened. Finally, he goes out from the Institution after years of sedentary habits without that vigorous physical condition which is so essential to success. At present we have no facilities for either recreation or physical exercise during the wet and stormy weather of the winter season and as a result of this, even when the weather is suitable, the pupils show a lack of that zest and keen enjoyment for outdoor games which is so characteristic of robust childhood. It is, therefore, supremely important to the present and future pupils that adequate facilities be provided for recreation and physical development.

I would respectfully ask you to take into consideration the advisability of making some provision for the education of the feeble-minded deaf outside of this Institution. There are several such now in attendance, and we know of a few others whom it was impossible for us to admit. Most of these would be benefited to some degree by proper discipline and training and some are capable of some mental development, but it is neither desirable nor fair to the hundreds of deaf children here, nor in the best interests of these feeble-minded ones, that they should attend school here and mingle with other pupils. Such pupils must be segregated and taught in a separate class in any case, and it would cost no more to maintain and instruct them at some institution for the feeble-minded than it does here.

## Educational Exhibit.

At the request of the Department of Education an Exhibit was for the first time sent from this Institution to the Toronto Exhibition. On account of the epidemics from which we suffered and from other adverse causes, we worked under great disadvantage and were not able to make as good a showing as we otherwise could have done. However, a considerable amount of material was prepared, and from this as much was selected and sent to the Exhibition as the space at our disposal would permit, and it seemed to be the consensus of opinion among visitors that the display was a very creditable one. It consisted of art, fancy, sloyd and kindergarten work, and articles produced in the various industrial departments, and was composed entirely of the work of the pupils. Every courtesy was extended to us by the Exhibition authorities and we were especially indebted to Mr. C. W. James, Secretary of the Department of Education, for the great interest he took in our exhibit, and for the assistance he rendered us in every possible way. It was pleasing to note that our display was a centre of attraction and elicited hearty commendation from all observers, and especially teachers, inspectors and others engaged in educational work. The newspaper comments, also, were very favorable. The Toronto *News* said:

"The itinerary of the *News* representative was conducted by Mr. C. W. James, Secretary to the Ontario Department of Education, and by Mrs. Balis, Instructor in the Belleville Institution for the Deaf and Dumb. Mr. James seemed to have no eyes for anything else than for the exhibits of the Institutions at Belleville and Brantford. And there is no gainsaying the manual work turned out by the pupils of the schools at these cities for the deaf and dumb and for the blind is astonishingly clever and rivals successfully the work of those in the schools at Toronto, Hamilton and London, who are not afflicted with the loss of their senses

of sight, hearing and speech. The manual work of the deaf and dumb, showing the skill of mere tots of five years of age to the finer work of boys and girls up to the age of eighteen, disclosed genuine cleverness in woodwork for kitchen aids. And one piece of cabinet furniture done by a 17-year-old boy had a John Kay quality about it, quite worthy to be called fine art! It would have delighted William Morris or Fra Hubbard. The Belleville exhibit includes also some excellent architectural designs (according to scale) and black and white drawing and water colors from life, in still life and floral."

The *Globe* said:

"Special attention was given to the splendid Normal School exhibits in the Woman's building from Toronto, Hamilton, London, Ottawa, Stratford, Peterborough and North Bay. The artistic talent and ingenuity displayed indicated a steadily improving quality in work done over former years. It was strange after this to go into the fine exhibit prepared by the Ontario Government under the care of Clarkson W. James, secretary to the Minister of Education, and to find that, however fine the work of the Normal School pupils, it was bettered by the pupils of the Institute for the Blind at Brantford, and the deaf at the Belleville Institution. Mr. and Mrs. Balis are in attendance in the latter department, themselves deaf and speaking by means of the lip-reading system. The painting and illumination, the carpentry and cabinet work and other ornamental productions shown here are remarkable in quality."

## Mrs. Terrill's Resignation.

The resignation of Mrs. Terrill from our Institution at the close of last session was an event that calls for more than passing notice. Mrs. Terrill was the daughter of the late J. B. Magann, who was the pioneer of deaf-mute education in Ontario. Mr. Magann opened the first school for the deaf in Toronto in 1858. This school continued with varying fortunes till 1864, when it was removed to Hamilton, where it flourished till 1870, when the present Institution was erected. His daughter, the subject of this sketch, was his earnest and devoted assistant from the first, though then but fifteen years of age. She was a member of the staff that was installed at the opening of the Belleville school, a position which she held till her resignation this year. The spirit of devotion to the interests of the deaf which distinguished Mr. Magann seemed to characterize his whole family. One daughter, Mrs. Ashcroft, has for many years been the successful and esteemed Superintendent of the Mackay School for the Deaf at Montreal; Mr. Watson, a son-in-law, taught in this Institution for several years, and then became Superintendent of the Washington State School, and afterwards of the Institution in Idaho. Mr. Terrill, before and subsequent to his marriage and till his death, was an able assistant of Mr. Magann, while Mrs. Terrill herself, for fifty-two years, except for the four years of her married life, has devoted all her time and talents to this work. It would be difficult to overestimate the value and far-reaching results of these forty-eight years of faithful and zealous effort on behalf of the deaf, for during all this time she has been more than a mere teacher—she has been a sincere friend and faithful and trusted counsellor and guide, and she has had a potent influence in moulding the lives and characters of hundreds of pupils. This is a feature of her work that merits special commendation. Through her long and intimate association with the deaf she became thoroughly acquainted with their special aptitudes and limitations, while her sympathetic insight, inexhaustible

patience and rare tact and resourcefulness enabled her to obtain over those in her charge a very great influence, which she always exerted to the highest ends.

In view of Mrs. Terrill's long and efficient services in this Institution, I would respectfully recommend that she be given a liberal retiring allowance.

In regard to the general expenditure on maintenance account, practically the only increase has been in salaries and wages. Exclusive of this, the outlay has increased by only about two hundred dollars, despite the increased price that must be paid for most supplies. The epidemic of last session must also be taken into consideration. This necessitated an outlay of about $600 for nurses alone, and in addition to this item there was a considerable sum chargeable to extra fuel, light, medicine, disinfectants and other necessary outlays.

During the past year our farm has been operated with a considerable degree of satisfaction. It has not only furnished us with an abundant supply of vegetables and pure milk, but also shows a handsome profit estimated at about $1,307.87, as per statement below:

FARM.

*Profit and Loss Account.*

| DR. | | | CR. | |
|---|---|---|---|---|
| 1909. | | | 1910. | |
| Nov. 1. | To Cash balance ..... | $ 569 87 | Nov. 1. By Cash on hand ..... | $ 218 24 |
| | | | " Stock increase ..... | 645 00 |
| | | | " Upkeep of driving horses, rigs, etc., not properly chargeable to Farm ..... | 1,014 50 |
| | Credit balance ..... | 1,307 87 | | |
| | | $1,877 74 | | $1,877 74 |

The report of the Examiner, Mr. H. J. Clarke, B.A., is appended hereto. Mr. Clarke's examination of the classes was, as usual, very thorough and his familiarity with the work and the condition of the classes in former years gives weight to his report regarding the general progress of the work in the school.

In conclusion I wish to thank you, Sir, and the Deputy Minister of Education, for the prompt and generous consideration given to all matters concerning the Institution during the year. My thanks are also due to the staff, all of whom have given faithful and efficient service.

I have the honour to be, Sir,

Your obedient servant,

C. B. COUGHLIN, *Superintendent.*

## Physician's Report.

Belleville, November 1st, 1910.

The Hon. Dr. Pyne, *Minister of Education, Toronto, Ont.*:

Sir,—I regret to have to report the outbreak of epidemic diseases in the Institution, and an exceptional amount of sickness, during the school term of 1909-1910.

Scarlet fever was the first to attack us, to be followed by measles, and subsequently German Measles.

Caleb Colter, a boy aged fourteen years, was taken sick with scarlet fever on October 13, 1909, and within four hours of the first symptom complained of, he was quarantined with all his effects, including his bed, in the hospital. Prompt and thorough fumigation of the ward and contents, including the trunks and their contents, was carried out. Consultation was called for the purpose of determining the source of the infection, when it was decided as most likely due to infected clothing, with a possibility of some very mild convalescing case returned to school. A general fumigation of all the wards with their contents—trunks and their contents—was adopted, and a general inspection of the children, and every precaution taken to stop the spread of the disease.

Two days later two other cases occurred in a remote part of the building. Fumigation was repeated as after the first case. During the following five weeks we had sixty-five cases of scarlet fever. The cases were promptly quarantined as the children were attacked, and the best known means adopted to limit its spread, fumigation and disinfection being repeated again and again. The last case to go to the hospital was on November 19th. All were carefully quarantined there for the full period of six weeks, when, after disinfection, they were released and returned to school. It is a source of gratification that we passed through this very arduous and anxious period without a single death.

On October 29th measles broke out in the school. At this time the hospital was taxed to its fullest capacity with scarlatina patients, and necessity compelled that other means be devised for the proper treatment of these patients. They were quarantined in wards set aside for that purpose in the main building. From the inception of this epidemic up until 10th December, the date of the last case, we had seventy-two cases.

The type of the measles epidemic was more than ordinarily severe. Some of the patients were very sick, a number developing dangerous complications. We were fortunate, however, in having no mortality. At the time when these two epidemics prevailed concurrently, we had a number of cases of double infection. Some patients convalescing from scarlet fever were attacked with measles, and passed through the entire course of the disease, others would show indications of the double infection in the condition of the symptoms from the beginning of the sickness. The cases of double infection were isolated from all others in a separate building on the grounds. All happily recovered.

On 27th April German measles appeared. Excepting for its epidemic nature, it was unimportant. None of the children were very ill, only an exceptional one was sick enough to be confined to bed, but all were isolated from the other children. Some of these cases had passed through the hospital with scarlatina, some with measles, and some with both, but all recovered. Near the close of the session, June 1st, scarlatina again appeared, I regret with fatal results. On the morning of June 1st Albert Garside complained of being sick. He was immediately quarantined. During the day he became delirious. The following day at 4 p.m. he

died, having been sick only thirty-six hours with a most malignant form of scarlet fever. About this time we had three other mild cases. I am unable to account for these, occurring as they did about five months after the termination of the epidemic, notwithstanding the more than ordinary care given to the ways and means of prevention. It is a matter for which all will be deeply thankful that with the great amount of sickness through which we passed, the duration of the epidemics, nearly the whole term, and the uncertain, dangerous and often treacherous nature of an epidemic such as scarlet fever, the loss of life has been so disproportionately small.

I would not close the report without expressing my deep sympathy with the Superintendent and Mrs. Coughlin in the great loss sustained in the death of their only daughter, Margaret.

With the exception of the above, the school year was uneventful. A serious case of pneumonia in a boy, and eye disease in a little girl with temporary impairment of vision, were the most important. A few minor accidents. Comparatively little sickness among the staff.

The present term opened with the children in excellent health and up to this date there has been nothing of importance.

I have the honour to be, Sir,

Your obedient servant,

W. W. Boyce.

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The Honourable R. A. Pyne, *Minister of Education in Ontario*:

Sir,—As Literary Examiner at the Institution for the Deaf at Belleville, I have the honour to report as follows:

### Oral Classes.

In addition to the articulation work which Miss Cross is doing for certain of the pupils in the manual classes who may profit by such instructions, there are in the Institution seven oral classes with eighty-five pupils.

The beginners in what are styled preparatory classes are in charge of Miss Campbell and Miss Ford. The pupils in this grade are given a thorough course in sense-training, motion in unison, and gymnastics of the tongue, leading up to articulation. They are also taught to lip-read about thirty-five commands; the names of common objects and familiar people; the sounding of the several elements of sound and their combinations. In articulation, they have numerous breathing exercises, and practice to secure control of the soft palate, and the voice is exercised as far as possible, the pupil being required to sound the names of thirty common objects. Number is taught to ten, and the pupil is required to speak, lip-read and write all he knows. The writing of all the letters is taught here and in manual training they take paper folding and cutting, sewing, plasticine modelling, etc.

Above this grade the classes are in charge of Miss Hunter, Miss McArdle, Miss Evoy, Miss Burke and Mr. Ingram. In these classes the work, as outlined briefly above for the preparatory classes, is advanced step by step up to Mr. Ingram's class, which is at present the senior oral class.

I spent something over two days in these classes, and was much pleased with what I saw. The pupils lip-read freely, and articulate very well indeed. In the case of several pupils, I had no difficulty in understanding them, and in the senior classes the pupils were able to take a story from me by lip-reading, although they are not at all familiar with me. In three classes, and I believe it could be seen in at least two other classes, I saw what would surprise anyone who had not visited the Institution recently. The pupils read orally from a printed book, and their speed was such that I could readily follow the story.

It has been argued that these children will rarely speak after they leave the Institution. Admit this as true, although I doubt it, these children will still have an accomplishment in the lip-reading that will be of very great service to them throughout their after life. But I have no intention here to carry on a discussion as to the relative merits of the two systems of instruction. Doubtless there is room for both, and both have their proper sphere.

### Manual Classes.

In this Department there are ten classes of one hundred and sixty-three pupils. These are apportioned as follows: Mr. Coleman, 18 pupils; Mr. Campbell, 18 pupils; Mr. Balis, 16 pupils; Miss Templeton, 18 pupils; Mr. Stewart, 17 pupils; Miss Linn, 16 pupils; Miss Bull, 15 pupils; Mrs. Balis, 17 pupils, Mrs. Terrill, 12 pupils; and Miss James, 16 pupils. As I have reported before on previous occasions, these classes are too large, when you consider that the work, particularly in the lower grades, is individual.

Mrs. Terrill's class consists of several sub-divisions, and is made up of pupils who, for various reasons, do not exactly fit into the organization of any of the other classes. The other classes are regularly graded and are following a curriculum based as nearly as may be, on the Public School Course of Study.

While I was engaged with the oral classes, and in fact for practically the whole week, these manual classes and the senior oral class were subjected to a written examination, based on the year's work, and included such subjects as the following: Mental arithmetic, written arithmetic, grammar, composition, geography, history (British and Canadian), physiology, nature study, miscellaneous information, artisans, memorization, written reading, actions, etc. It will be noticed that most of these subjects are common to the public school, but there are a few such as "actions" that are peculiar to these classes, but when we remember how large a part language plays in the education of the Deaf, it will be readily understood how fruitful of expression is the description of various actions.

Living as I do, so near the Institution and knowing of the serious interruption that has occurred in their work during the year just closing, due to illness of many of the pupils, I was prepared to find classes more or less behind in their work, but I was very agreeably disappointed, for the results were very satisfactory. In fact different of the teachers stated to me that in a number of cases the results were better than they had hoped for, while the general results were very gratifying to them; and I wish to compliment the staff on what they have been able to accomplish.

During the three years that I have been privileged to visit the Institution officially, I have assigned a composition to be written off-hand by the senior classes. I consider that this is an excellent test of the command of language possessed by these, or any other pupils. This year eight classes took part in this

exercise, and I am pleased to report that the results were much better than on either of the former occasions, and would indicate considerable advancement.

I visited every class during the course of the examination, and in some of the classes I took work out of the ordinary lines on which they had been instructed, and in several cases I was able to get answers indicating considerable thought.

I have not tabulated the marks in this report, but they are on file at the Institution and can be supplied if desired.

### Industrial Department.

Eleven boys are employed in the printing office, twenty in the shoe shop, four in the bake shop, six in the carpenter shop, while eight girls are in the sewing class. In addition to the above trades, many of the boys are receiving instruction in agriculture.

In this connection, I would like to mention some excellent workmanship exhibited in the carpenter shop. The boys have made, of solid oak, three very fine pieces of furniture, and the work which is altogether handwork, is well done. The shoe shop has also some excellent samples, while the dresses, etc., made by the girls, leave nothing to be desired.

### Domestic Science Department.

There are fifty-one girls, in six classes, receiving instruction in domestic science. While I did not visit this Department on this occasion, I have reason to believe that it is in a satisfactory condition.

### Manual Training Department.

Mr. Ingram has twenty-five boys, in two classes, in this Department. Class A receives two lessons a week and class B, one lesson. They confine themselves to wood, and are using pine, basswood, butternut, oak, ash, cherry and birch. He divides the work into three years. In the first year the boys make ten models, in the second year, twenty-two, and in the third year fifteen of a more advanced character.

The work was well done and reflects great credit on instructor and pupils. In fact some of the better pieces have been selected for the Educational Exhibit at the Toronto Exhibition, where the public will be given an opportunity of seeing this and other work of this worthy Institution.

In this connection, I would mention the exhibit that is now on view at the Institution, and has been seen and admired by many. It consists of various kinds of Kindergarten work, fancy work, art work, sewing, sloyd work, specimens from printing office, shoe shop, and carpenter shop. In some of the departments illustrated, this is practically the first year's effort, and it is difficult to see just what the possibilities in these lines may be, for to say that the work is well done, is not doing justice to the case. The staff are justly proud of the exhibit.

### Conclusion.

Since my visit of a year ago some rapid steps forward have been taken. A carefully selected pupils' library has been added, and I am informed that the pupils are using it freely, an hour each evening being set apart for the purpose of reading by the pupils, under supervision. The matter of reading is purely

voluntary and is taken by the pupils as a privilege. I have the word of one of the staff for it that the results have been most gratifying. Thus far the books read have been such as would be used for supplementary reading in the lower classes of the public school, but from the success of this year's experiment, it is expected that when the present juniors have become seniors they will be able to read and appreciate the best English classics.

The character of the *Canadian Mute,* published in the Institution, has been changed so as to assist in this matter of reading. The paper has been brought to the level of the pupils, and each issue contains a carefully prepared summary of the world's news. Each pupil in the senior grades is provided with a copy of the paper. The page of class-room exercises is printed in the form of a four-page leaflet and is supplied to each pupil, except the very youngest. The complete series forms a booklet of forty-four pages. The teachers have found these leaflets very helpful, and it is hoped that during the next session it may be possible to issue a junior and a senior leaflet. The object in the leaflet is to accustom the pupil as early as possible to the use of print.

In addition to all this, from seventy to eighty charts have been prepared of the language of the various trades, and it is part of the instructor's duty to see that the pupils under him master these charts. In short, language is combined with everything.

I have carried this report to a somewhat greater length than I had intended, but it is impossible to give in a brief report of this kind any idea of the work going on here. It must be seen to be appreciated. In closing I wish to say that I believe that the near future will see even greater advances in this Institution.

I would thank the officers, from the Superintendent down, for their kindness to me during my stay among them, and for the assistance rendered me in the discharge of my official duties.

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

(Signed) H. J. Clarke, B.A., *Literary Examiner.*

Belleville, Ontario, June 12, 1910.

## NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

| | | | Male. | Female. | Total. |
|---|---|---|---|---|---|
| From October 27th, 1870, | to September 30th, | 1871 | 64 | 36 | 100 |
| " " 1st, 1871, | " | 1872 | 97 | 52 | 149 |
| " " 1872, | " | 1873 | 130 | 63 | 193 |
| " " 1873, | " | 1874 | 145 | 76 | 221 |
| " " 1874, | " | 1875 | 155 | 83 | 238 |
| " " 1875, | " | 1876 | 160 | 96 | 256 |
| " " 1876, | " | 1877 | 167 | 104 | 271 |
| " " 1877, | " | 1878 | 166 | 111 | 277 |
| " " 1878, | " | 1879 | 164 | 105 | 269 |
| " " 1879, | " | 1880 | 162 | 119 | 281 |
| " " 1880, | " | 1881 | 164 | 132 | 296 |
| " " 1881, | " | 1882 | 165 | 138 | 303 |
| " " 1882, | " | 1883 | 158 | 135 | 293 |
| " " 1883, | " | 1884 | 156 | 130 | 286 |
| " " 1884, | " | 1885 | 168 | 116 | 284 |
| " " 1885, | " | 1886 | 161 | 112 | 273 |
| " " 1886, | " | 1887 | 151 | 113 | 254 |
| " " 1887, | " | 1888 | 156 | 109 | 265 |
| " " 1888, | " | 1889 | 153 | 121 | 274 |
| " " 1889, | " | 1890 | 159 | 132 | 291 |
| " " 1890, | " | 1891 | 166 | 130 | 296 |
| " " 1891, | " | 1892 | 158 | 137 | 285 |
| " " 1892, | " | 1893 | 162 | 136 | 298 |
| " " 1893, | " | 1894 | 158 | 137 | 295 |
| " " 1894, | " | 1895 | 160 | 135 | 295 |
| " " 1895, | " | 1896 | 173 | 137 | 310 |
| " " 1896, | " | 1897 | 164 | 128 | 292 |
| " " 1897, | " | 1898 | 167 | 138 | 305 |
| " " 1898, | " | 1899 | 161 | 132 | 294 |
| " " 1899, | " | 1900 | 152 | 130 | 282 |
| " " 1900, | " | 1901 | 157 | 143 | 300 |
| " " 1901, | " | 1902 | 147 | 141 | 288 |
| " " 1902, | " | 1903 | 140 | 143 | 283 |
| " " 1903, | " | 1904 | 137 | 134 | 271 |
| " " 1904, | " | 1905 | 130 | 138 | 268 |
| " " 1905, | " | 1906 | 116 | 143 | 258 |
| " " 1906, | " | 1907 | 126 | 145 | 271 |
| " " 1907, | " | 1908 | 133 | 143 | 276 |
| " " 1908, | to October 31st, | 1909 | 130 | 151 | 281 |
| " " 1909, | " | 1910 | 143 | 149 | 292 |

## List of Pupils in the Ontario Institution for the Deaf and Dumb for the Year ending October 31st, 1910.

| Counties. | P.O. Address. |
|---|---|
| *Algoma:* | |
| Barker, Belle | Sault Ste. Marie. |
| Dalgleish, Annie | Sault Ste. Marie. |
| Luzon, Manesipe | Blezard Valley. |
| Parr, Joseph | Sault Ste. Marie. |
| *Brant:* | |
| Lloyd, Ruth | Brantford. |
| Lloyd, Howard | Brantford. |
| Stegmeir, May | Brantford. |
| Pierce, Gordon | Paris. |
| Hunter, Leslie Freeman | Onondaga. |
| *Bruce:* | |
| Atkinson, Gladys | Paisley. |
| Brown, Annie | Chesley. |
| Brown, John Ed. | Chesley. |
| Green, Jas. | Chesley. |
| Weiler, Diana | Mildmay. |
| McKee, Carl | Pinkerton. |
| Thomson, Anabel | Southampton. |
| *Carleton:* | |
| Brigham, Tom | Ottawa. |
| Delinelle, Victor | Ottawa. |
| Dallaire, Romeo | Ottawa. |
| Evoy, Jas. | Carp. |
| Gauvereau, T. | Ottawa. |
| Green, Thos. | Diamond. |
| Huband, Gerald | Ottawa. |
| Pallesteur, Louis | Ottawa. |
| Savard, Paul | Cumming's Bridge. |
| Pommerville, Eva | Ottawa. |
| *Durham:* | |
| Brooks, Effa | Solina. |
| McMillan, Jos. | Newcastle. |
| Sheckleton, Alfred | Burton. |
| *Dufferin:* | |
| Grainger, Martha | Honeywood. |
| *Dundas:* | |
| Ford, Clarice | Mountain. |
| Hoy, Gertie | Mountain. |
| Servage, Milton | Dunbar. |
| *Elgin:* | |
| Carpenter, Lena | Rodney. |
| Caves, Jessie | Christina. |
| Gwalter, Harry | St. Thomas. |
| Gwalter, Fred | St. Thomas. |
| Hammond, Catherine | St. Thomas. |
| Paul, George Edward | St. Thomas. |
| Shepley, May | Clachan. |
| Jagoe, Alberta | St. Thomas. |
| *Essex:* | |
| Bain, Olive | Windsor. |
| Bain, Josephine | Windsor. |
| *Essex*—Continued. | |
| Berthiaume, Dorina | Tecumseh. |
| Berthiaume, Lionel | Tecumseh. |
| Greer, Jas. | Comber. |
| Kerr, Avis | Elmstead. |
| Lucier, Thomas | McGregor. |
| Meloche, Edmund | Windsor. |
| Penprase, Alfred | Elmstead. |
| Petrimoulx, Geo. | Sandwich. |
| Walker, Achille | Sandwich. |
| Swader, Earl | Windsor. |
| Watkins, Hazel | Windsor. |
| *Frontenac:* | |
| Barnett, Winnie | Sydenham. |
| Barnett, Horace | Sydenham. |
| Walker, Lily | Kingston. |
| *Grey:* | |
| Brown, Thos. H. | Markdale. |
| Brown, Alma | Markdale. |
| Wilson, Janet | Harkaway. |
| Wilson, Elsie | Harkaway. |
| Kindree, Earl | Owen Sound. |
| Gerolamy, Marie | Toronto |
| Cosgriff, John | Kingscote. |
| *Grenville:* | |
| Swayne, Robt. | Oxford Mills. |
| *Hastings:* | |
| Alore, Francis | Bogart. |
| Freeman, Gertie | Deseronto. |
| Baker, Gerald | Belleville. |
| Dunn, John | Tweed. |
| Doughty, Mary | Eldorado. |
| Hough, Ethel | Hollaway. |
| Herman, Pearl | Stirling. |
| Johnston, Mary | Belleville. |
| Ketcheson, Florence | Sidney Crossing. |
| Nelson, Ethel | Belleville. |
| Edwards, Mary | Boulter. |
| Hawes, Rosa | Deseronto. |
| Courneya, Addie | Bogart. |
| Smith, Percy | Point Ann. |
| Young, Fred. | Madoc. |
| McAdam, Wesley | Marlbank. |
| Ward, Albert | Stirling. |
| Narrie, John | Marmora. |
| *Huron:* | |
| Colclough, Lorne | Holmesville. |
| Colclough, Hattie | Holmesville. |
| Cole, Jean | Clinton. |
| Simmons, Luella | Gorrie. |
| Balkwill, Clara. | Exeter. |
| Doubledee, Lena | Wroxeter. |
| Montgomery, Elsie | Wroxeter. |
| Marshall, John | Hensall. |
| Marshall, Russell | Hensall. |
| Sours, Gladys | Clinton. |

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Continued.

| Counties. | P.O. Address. |
|---|---|
| *Huron*—Continued. | |
| Steep, Phoebe | Goderich. |
| Thompson, Arthur | Dungannon. |
| Wiggins, Parkie | Dungannon. |
| *Halton:* | |
| Hartley, Clara | Milton. |
| Tate, James | Milton West. |
| *Haldimand:* | |
| Forrester, Harry | Dunnville. |
| Forrester, Asa | Dunnville. |
| Sherk, Clara | South Cayuga. |
| Duxbury, Oral | Cheapside. |
| Rozell, Willie | Canboro. |
| Tobicoe, Jesse | Hagersville. |
| *Kent:* | |
| Antaya, Jas. | Williams. |
| Atkinson, Dora | Stevenson. |
| Buller, Harry | Ridgetown. |
| Beckett, Sam | Chatham. |
| Adkin, Jas. | Bothwell. |
| Gibson, Maggie | Dresden. |
| Meredith, Stella | Kent Bridge. |
| Neville, Mayme | Dresden. |
| Toll, Nova. | Ridgetown. |
| *Lambton:* | |
| Brown, Florence | Petrolea. |
| Breault, Gertie | Sarnia. |
| Jennings, Frank | Forest. |
| Mackie, John | Edy's Mills. |
| Leckie, Alice | Sarnia. |
| Leckie, Elsie | Sarnia. |
| Leckie, Alma | Sarnia. |
| Squires, Edith | Wanstead. |
| Wark, Jean | Wyoming. |
| Watson, Vern | Watford. |
| Chenney, Roy | Petrolea. |
| Johnston, Olive | Sarnia. |
| Thomas, Clara | Walpole Island. |
| *Lanark:* | |
| Blake, Fred. | Almonte. |
| Hughes, Ernest | Carleton Place. |
| Jacklin, Myrtle | Rideau Ferry. |
| Leggett, Gordon | Perth. |
| *Lincoln:* | |
| Disle, Curtis | St. Catharines. |
| Heaslip, Myrtle | Wellandport. |
| Swick, Amos | Beamsville. |
| *Lennox and Addington:* | |
| Hartwick, Archie | Napanee. |
| Smith, Earl | Napanee. |
| *Middlesex:* | |
| Courscey, Viola | Lucan. |
| Fishbien, Sophia | London. |
| Fishbien, Eddie | London. |
| Henderson, Gilbert | London. |
| Garside Albert | London. |
| Hodgins, Mary | London. |
| Hodgins, Sadie | London. |
| *Middlesex*—Continued. | |
| Steele, Annie | London. |
| Laugheed, Eva | London. |
| Windrim, Reta | London. |
| Humphrey, Hazel | London. |
| Ryan, Chas. | Lucan. |
| Garrett, Gladys | Granton. |
| Allen, Winnie | London. |
| *Muskoka District:* | |
| Derks, Caroline | Kilworthy. |
| Legault, Clarida | Callender. |
| *Norfolk:* | |
| Cole, Jean | Clinton. |
| Cole, Rosa | Bookton. |
| Franklin, Sarah | Clear Creek. |
| *Northumberland:* | |
| Ball, Lisgar | Baltimore. |
| Ball, Glenn | Baltimore. |
| Parker, Clinton | Baltimore. |
| Parker Clifford | Baltimore. |
| Lott, Reta | Campbellford. |
| Pollock, Bessie | Campbellford. |
| *Nipissing District:* | |
| Dorschner, Charles | Mattawa. |
| Whalen, Loretto | New Liskeard. |
| Slotnik, Louis | Englehart. |
| Rodhy, Theodore | North Bay. |
| *Ontario:* | |
| Maynard, John | Uxbridge |
| *Oxford:* | |
| McFarlene, Mona | Eastwood. |
| Abrey Irene | Drumbo. |
| Isles, Hazel | Ingersoll. |
| McMurray, Mirton | Wellburn. |
| *Peel:* | |
| Curry, Duncan | Burnhamthorpe. |
| McLeish, Marjorie | Star. |
| McVean, Katie | Woodhill. |
| McVean, Alex. | Woodhill. |
| McVean, Archibald | Woodhill. |
| *Parry Sound District:* | |
| LaFleur, Honore | Cosby. |
| *Prescott and Russell:* | |
| Hughes, Iva | Treadwell. |
| McLaren, Geo. | Kenmore. |
| McLaren, John | Kenmore. |
| McLaren, Mary | Kenmore. |
| McLaren, Rachel | Kenmore. |
| McDougal, Elsie | Grant. |
| McDougal, Peter | Grant. |
| Pregent, Leopold | Curran. |
| *Perth:* | |
| McIntyre, John Ross | Fullarton. |
| *Prince Edward:* | |
| Shannon, Lenna | Picton. |

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Concluded.

| Counties. | P.O. Address. |
|---|---|
| *Peterboro':* | |
| Harper, Marion | Peterboro'. |
| Harper, Madeline | Peterboro'. |
| Charliebois, Walter | Peterboro'. |
| Eastman, Alma | Peterboro'. |
| O'Brien, Gerald | Peterboro'. |
| McMillan, Nellie | Havelock. |
| Trethewey, Roy | Gooderham. |
| Milligan, Aggie | Blairton. |
| Kennaley, Winnifred | Peterboro'. |
| Middleton, Bessie | Warsaw. |
| *Renfrew:* | |
| Derochie, Wallard | Arnprior. |
| Whyte, Eleanor | Arnprior. |
| Whyte, Belle | Arnprior. |
| Smith, Ed. Scott | Lanark. |
| Dellaire, Ambrose | Perrault. |
| Hunter, Geo. | Matawatchan. |
| Cousineau, John | Arnprior. |
| Dick, Alton | Renfrew. |
| Schneider, Leonard | Pembroke. |
| *Simcoe:* | |
| Boyle, Mary | Midland. |
| Chevrette, David | Lafontaine. |
| Hall, Ewart | Midland. |
| Hamilton, Alma | Everett. |
| Hamilton, Enie | Everett. |
| Paddison, Thos. | Emsdale. |
| St. Amant, Herman | Penetanguishene. |
| Watson, Edna | Orillia. |
| Gallinger, Edith | Lisle. |
| Jaynes, Wilfred | Fesserton. |
| Jaynes, Perry | Fesserton. |
| Vallincourt, Joseph | Penetanguishene. |
| *Stormont:* | |
| Lalonde, Emma | Cornwall. |
| Loper, Cyril | Morrisburg. |
| Morton, Floyd | Newington. |
| Campbell, Mary | Avonmore. |
| *Thunder Bay District:* | |
| Munroe, Ada | Slate River Valley. |
| Burke, Elsie | Port Arthur. |
| Hall, Robt. | Fort William. |
| Smith, Walter | Fort William. |
| *Victoria:* | |
| Jewell, Ena | Manilla. |
| Whitworth, Flo | Lindsay. |
| Western, Flo. | Little Britain. |
| Coulter, Caliph | Kirkfield. |
| *Waterloo:* | |
| Golds, Margaret | New Hamburg. |
| Golds, Chas. | New Hamburg. |
| Martin, Absalom | Waterloo. |
| Underwood, Jonathan | Bridgeport. |
| Gabel, Constance | Berlin. |
| Denham, Willie | Preston. |
| Klinkman, Mary | New Hamburg. |

| Counties. | P.O. Address. |
|---|---|
| *Wellington:* | |
| Marshall, Jessie | Arthur. |
| McQueen, Mary | Arthur. |
| Carter, Lizzie | Guelph. |
| McLaughlan, Wm. | Mount Forest. |
| *Welland:* | |
| Caswell, Sylvia | Niagara Falls. |
| Farr, Jas. | Marshville. |
| *Wentworth:* | |
| Salmon, Albert | Hamilton. |
| Etherington, Mabel | Hamilton. |
| Furber, Roy | Hamilton. |
| Pipher, Celia | Hamilton. |
| Tait, Harold | Hamilton. |
| Batstone, Jesse | Hamilton. |
| Webster, Elsie | Aldershot. |
| Webster, Elizabeth | Aldershot. |
| *York:* | |
| Brown, Walter | Toronto. |
| Barclay, Helen | Toronto. |
| Baskerville, Silas | Toronto. |
| Bowman, Ellis | Toronto. |
| Brown, Fred | Toronto. |
| Brown, Lily | Toronto. |
| Buchan, Drucilla | Toronto. |
| Buchan, John | Toronto. |
| Burley, Wm. | Toronto. |
| Curtis, Lillian | Todmorden. |
| Eaton, Arthur | Toronto. |
| Fleet, Ellen | Toronto. |
| Hazlitt, Dorothy | Toronto. |
| Hazlitt, Evelyn | Toronto. |
| Holbrook, Louisa | Toronto. |
| Kennedy, Muriel | Toronto. |
| Marks, Jennie | Toronto. |
| Mason, Myrtle | Toronto. |
| Moore, Dorothy | Toronto. |
| Mosher, Archie | Highland Creek. |
| McCallum, Roy | Strange. |
| Noble, Edgar | Toronto. |
| Payne, Eddie | Toronto. |
| Peacock, Ada | Toronto. |
| Powell, Marion | Toronto. |
| Smith, Mabel | Toronto. |
| Watson, Muriel | Toronto. |
| Wilson, Chas. | Toronto. |
| Walker, Arthur | Toronto. |
| Ellis, W. E. | Toronto. |
| Patillo, Lenore | Toronto. |
| Angelchick, Lena | Toronto. |
| Dolby, Martha | Toronto. |
| McCann, Grace | Toronto. |
| Patton, Annie | Toronto. |
| Peirce, Frank | Toronto. |
| Casey, Lilian | Toronto. |
| Goulding, Thomas | Toronto. |
| Cornish, Douglas | Toronto. |
| Benns, Chas. | Toronto. |
| Gauthier, Henry | Toronto. |
| Lawson, Lila | Toronto. |
| Lawson, Gladys | Toronto. |

INSTITUTION FOR DEAF AND DUMB.

Year ending October 31st, 1910.

Cost per Pupil.

| Heading of Expenditure. | Total expenditure year ending October 31st, 1910. | Yearly cost per pupil October 31st, 1910. | Weekly cost per pupil October 31st, 1910. |
|---|---|---|---|
| Medical department | $ 289 70 | $ 1 15 | $ 02 |
| Butcher's meat, etc | 3,683 32 | 14 62 | 28 |
| Flour, etc | 1,290 58 | 5 12 | 10 |
| Butter and milk | 3,548 60 | 14 08 | 27 |
| General groceries | 2,573 09 | 10 21 | 20 |
| Fruit and vegetables | 598 07 | 2 35 | 05 |
| Bedding and clothing | 660 80 | 2 62 | 05 |
| Fuel | 6,730 56 | 26 75 | 51 |
| Light | 946 42 | 3 75 | 07 |
| Laundry, etc | 693 33 | 2 75 | 05 |
| Books and apparatus | 594 93 | 2 36 | 05 |
| Printing, etc | 640 26 | 2 54 | 05 |
| Furniture | 205 58 | 82 | 02 |
| Farm | 699 70 | 2 77 | 05 |
| Repairs | 775 81 | 3 08 | 06 |
| Sewerage | 142 75 | 56 | 01 |
| Water | 900 00 | 3 57 | 07 |
| Miscellaneous | 658 63 | 2 61 | 05 |
| Salaries and Wages | 28,586 45 | 113 44 | 2 18 |
| | $54,218 58 | $215 15 | $4 14 |

Average number of pupils, 252.
Yearly cost per pupil, $215.15.
Weekly cost per pupil, $4.14.

## APPENDIX K—PROVINCIAL NORMAL AND MODEL SCHOOLS

### I—PROVINCIAL NORMAL SCHOOL, HAMILTON

JANUARY 1911.

*Staff.*

| | |
|---|---|
| S. A. Morgan, B.A., D. Pæd | Principal: Science of Education. |
| F. F. Macpherson, B.A. | Master: English. |
| E. T. Seaton, B.A. | Master: Mathematics. |
| J. Voaden, M.A. | Master: Science. |
| Julien R. Seavey | Instructor: Art. |
| H. A. Stares | Instructor: Music. |
| Oscar Main | Instructor: Writing. |
| Miss Clara E. Elliot | Instructor: Household Economics. |
| S. J. Huggins | Instructor: Physical Culture. |
| A. J. Painter | Instructor: Manual Training. |

*Students Admitted, Session 1910-1911.*

| | |
|---|---|
| Male | 23 |
| Female | 175 |
| Total | 198 |

### II—PROVINCIAL NORMAL SCHOOL, LONDON

JANUARY, 1911.

*Staff.*

| | |
|---|---|
| S. J. Radcliffe, B.A. | Principal: English. |
| John Dearness, M.A. | Master: Science and School Management. |
| A. Stevenson, B.A. | Master: Science of Education. |
| J. P. Hoag, B.A. | Master: Mathematics. |
| S. K. Davidson | Instructor: Art. |
| Fred L. Evans | Instructor: Music. |
| J. W. Westervelt | Instructor: Writing. |
| Miss Allene B. Neville | Instructor: Household Economics. |
| Albert Slatter | Instructor: Physical Culture. |
| Sugden Pickles | Instructor: Manual Training. |

*Students Admitted, Session 1910-1911.*

| | |
|---|---|
| Male | 22 |
| Female | 184 |
| Total | 206 |

### III—PROVINCIAL NORMAL SCHOOL, NORTH BAY

JANUARY, 1911.

*Staff.*

| | |
|---|---|
| A. C. Casselman | Principal: Science. |
| W. J. Karr, B.A., B. Pæd. | Master: Science of Education. |
| J. C. Norris, M.A. | Master: Mathematics. |
| C. Ramsay | Instructor: Art. |
| J. Norman Eagleson, Mus. Bac. | Instructor: Music. |
| J. E. Chambers | Instructor: Manual Training. |
| Miss Catharine T. McCaig | Instructor: Household Economics. |

*Students Admitted, Session 1910-1911.*

| | |
|---|---|
| Male | 0 |
| Female | 29 |
| *Total | 29 |

*See also North Bay Model School, page 284.

## IV—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA

JANUARY 1911.

*1. Staff of Normal School.*

| | |
|---|---|
| J. F. White, LL.D. | Principal: School Management and English. |
| John Waugh, M.A., D. Pæd. | Master: Psychology and English. |
| E. T. Slemon, B.A. | Master: Mathematics and History of Education. |
| J. W. Gibson, M.A. | Master: Science. |
| Roy F. Fleming | Instructor: Art. |
| T. A. Brown | Instructor: Music. |
| J. C. Logan | Instructor: Writing. |
| C. Emery | Instructor: Physical Culture. |
| Miss Eliza Bolton | Instructor: Kindergarten Principles. |
| Miss A. E. Robertson | Instructor: Household Economics. |
| J. S. Harterre | Instructor: Manual Training. |

*Students Admitted, Session 1910-1911.*

| | | |
|---|---|---|
| Male | 11 | |
| Female | 170 | |
| | | 181 |
| Kindergarten Students | | 12 |
| Total | | 193 |

*2. Staff of Normal Model School, Ottawa.*

| | |
|---|---|
| F. A. Jones, B.A. | Headmster. |
| McGregor Easson | III Form, Boys. |
| C. E. Mark, B.A. | II Form, Boys. |
| E. Cluff, B.A. | I Form, Boys. |
| Miss M. E. Butterworth | First Female Assistant. |
| Miss A. G. Hanahoe | III Form, Girls. |
| Miss J. Foster | II Form, Girls. |
| Miss A. Delaney | Part II Class (Boys and Girls). |
| Miss M. R. Elliott | I Form, Girls. |
| Miss Eliza Bolton | Kindergarten Directress. |
| Miss A. H. Baker | Kindergarten Assistant. |
| Roy F. Fleming | Instructor: Art. |
| T. A. Brown | Instructor: Music. |
| C. Emery | Instructor: Physical Culture. |
| Miss A. E. Robertson | Instructor: Household Economics. |
| J. C. Logan | Instructor: Writing. |
| J. S. Harterre | Instructor: Manual Training. |
| J. M. Fleury | Instructor: French. |

| | |
|---|---|
| Number of pupils, 1910 | 331 |
| Number of Kindergarten pupils, 1910 | 52 |

## V—PROVINCIAL NORMAL SCHOOL, PETERBOROUGH

JANUARY, 1911.

*Staff.*

| | |
|---|---|
| Duncan Walker, B.A. | Principal: Mathematics. |
| Henry G. Park, B.A., D. Pæd. | Master: Science of Education. |
| Samuel J. Keyes, B.A., B. Pæd. | Master: English. |
| W. I. Chisholm, M.A. | Master: Science. |
| John A. McKone | Instructor: Writing. |
| A. F. Hagerman | Instructor: Manual Training. |
| Miss Jessie C. McRae | Instructor: Art. |
| Miss Ethel M. Steinhoff | Instructor: Household Economics. |
| Miss Iva J. Coventry | Instructor: Physical Culture. |
| Miss Helen Davies | Instructor: Music. |

*Students Admitted, Session 1910-1911.*

| | |
|---|---|
| Male | 18 |
| Female | 122 |
| Total | 140 |

## VI—PROVINCIAL NORMAL SCHOOL, STRATFORD

JANUARY, 1911.

*Staff.*

| | |
|---|---|
| S. Silcox, B.A., D. Pæd | Principal: Science of Education. |
| J. W. Emery, B.A. | Master: Science. |
| J. M. McCutcheon, B.A. | Master: English. |
| H. S. Robertson, B.A., (Tor.) M.A. (Colum.) | Master: Mathematics. |
| J. Bottomley, A.R.C.O. | Instructor: Music. |
| Sugden Pickles | Instructor: Manual Training. |
| Miss E. M. Cottle | Instructor: Calisthenics and Writing. |
| Mrs. Helen Mayberry | Instructor; Art. |
| Miss Allene B. Neville | Instructor: Household Economics. |

*Students Admitted, Session 1910-1911.*

| | |
|---|---|
| Male | 26 |
| Female | 185 |
| Total | 211 |

## VII—PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO

JANUARY, 1911.

*1. Staff of Normal School.*

| | |
|---|---|
| Wm. Scott, B.A. | Principal: History of Education, School Management, and Grammar. |
| D. D. Moshier, B.A., B. Pæd | Master: Psychology and English. |
| Wm. Prendergast, B.A. | Master: Mathematics and English. |
| David Whyte, B.A. | Master: Science. |
| A. T. Cringan, Mus. Bac | Instructor: Music. |
| Jas. H. Wilkinson | Instructor: Manual Training. |
| Miss A. Auta Powell | Instructor: Art. |
| Miss Nina A. Ewing | Instructor: Household Economics. |
| Miss Mary E. Macintyre | Instructor: Kindergarten Principles. |
| Mrs. Jean Somers | Instructor: Calisthenics. |
| Mrs. Emma Macbeth | Instructor: Needlework. |
| Sergt.-Maj. E. H. Price, R.C.R. | Instructor: Drill. |
| Mrs. M. W. Brown | Instructor: Reading. |

*Students Admitted, Session 1910-1911.*

| | | |
|---|---|---|
| Male | 21 | |
| Female | 212 | |
| | | 233 |
| Kindergarten Students | | 56 |
| Total | | 289 |

*2. Staff of the Normal Model School, Toronto.*

| | |
|---|---|
| Angus McIntosh | Head Master. |
| Miss M. Meehan | First Female Assistant. |
| R. W. Murray, B.A. | First Male Assistant. |
| Miss May K. Caulfeild | Assistant. |
| Milton A. Sorsoleil | Assistant. |
| Miss A. F. Laven | Assistant. |
| J. T. Mustard | Assistant. |
| Miss C. E. Kniseley | Assistant. |
| Miss Alice A. Harding | Assistant. |
| Miss Lillian Davey | Assistant. |
| Miss A. Auta Powell | Instructor: Art. |
| A. T. Cringan, Mus. Bac. | Instructor: Music. |
| Miss Mary E. Macintyre | Kindergarten Directress. |
| Miss Ellen Cody | Kindergarten Assistant. |
| Mrs. Jean Somers | Instructor: Calisthenics. |
| Mrs. Emma Macbeth | Instructor: Needlework. |
| Sergt.-Maj. E. H. Price, R.C.R | Instructor: Drill. |
| Mrs. G. de Lestard | Instructor: French. |
| Jas H. Wilkinson | Instructor: Manual Training. |
| Miss Nina A. Ewing | Instructor: Household Economics. |

| | |
|---|---|
| Number of pupils in 1910 | 511 |
| Number of Kindergarten pupils in 1910 | 58 |

VIII—SUMMARY OF ATTENDANCE AT THE NORMAL SCHOOLS

| Normal Schools. | Male students. | Female students. | Total attendance. |
|---|---|---|---|
| Hamilton | 23 | 175 | 198 |
| London | 22 | 184 | 206 |
| *North Bay | .. | 29 | 29 |
| Ottawa | 11 | 170 | 181 |
| Peterborough | 18 | 122 | 140 |
| Stratford | 26 | 185 | 211 |
| Toronto | 21 | 212 | 233 |
| Totals | 121 | 1,077 | 1,198 |

| | |
|---|---|
| Kindergarten students, Ottawa | 12 |
| Kindergarten students, Toronto | 56 |
| Total | 68 |

*A model school is also conducted in the North Bay Normal School Building (See below).

## APPENDIX L—PROVINCIAL MODEL SCHOOLS, 1910

| School. | Principal. | Students. | | | |
|---|---|---|---|---|---|
| | | Male. | Female. | Total attendance. | No. who passed. |
| Cornwall | W. J. Hallet, B.A. | 3 | 27 | 30 | 28 |
| Durham | Thos. Allan | 9 | 46 | 55 | 54 |
| Kingston | A. A. Jordan, B.A. | 9 | 29 | 38 | 37 |
| North Bay | A. C. Casselman, B.A. | 1 | 10 | 11 | 11 |
| Orillia | A. Barber | 8 | 38 | 46 | 46 |
| Renfrew | M. N. Armstrong | 1 | 27 | 28 | 28 |
| Totals | | 31 | 177 | 208 | 204 |

ENGLISH-FRENCH TRAINING SCHOOLS, 1910

| | |
|---|---|
| Ottawa, number who passed | 29 |
| Sturgeon Falls, " " | 3 |
| Total | 32 |

## APPENDIX M—SUPERANNUATED TEACHERS

Continued from Report of 1909.

### * I. Allowances Granted during 1910.

| Register Number. | Name. | Age. | Post Office. | Years of service. | Allowance. |
|---|---|---|---|---|---|
| | | | | | $ c. |
| 1193 | Linton, Chas. B. | 60 | Hamilton | 19½ | 136 50 |
| 1194 | Lockhart, Matthew | 56 | Auburn | 16½ | 113 00 |
| 1195 | Houston, John | 61 | Wolseley, Sask. | 22 | 154 00 |
| 1196 | Tilley, John James | 70 | Toronto | 51 | 357 00 |
| 1197 | Brown, James Coyle | 76 | Cobourg | 30½ | 213 50 |
| 1198 | Dickson, John Elder | 60 | Orillia | 26 | 181 50 |
| 1199 | McBride, Dugald | 70 | Port Perry | 52½ | 365 50 |
| 1200 | Judge, Wm. L. | 59 | Mono Road | 33 | 231 00 |

### Summary for Years 1882-1910

| Year. | Number of teachers on list. | Expenditure for the year. | Gross contributions to the fund. | Amount refunded to teachers. |
|---|---|---|---|---|
| | | $ c. | $ c. | $ c. |
| 1882 | 422 | 51,000 00 | 13,501 08 | 3,660 10 |
| 1887 | 454 | 58,295 33 | 1,489 00 | 3,815 80 |
| 1892 | 456 | 63,750 00 | 1,313 50 | 786 86 |
| 1897 | 424 | 62,800 33 | 847 00 | 620 27 |
| 1902 | 407 | 64,244 92 | 1,073 50 | 722 78 |
| 1907 | 375 | 63,018 55 | 766 00 | 764 54 |
| †1909 | 330 | 57,280 95 | 536 50 | 116 07 |
| ‡1910 | 316 | 55,926 26 | 800 10 | 541 23 |

Two teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1910.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† For ten months of the year.

‡ For fiscal year ending 31st October.

## APPENDIX N—HIGH AND PUBLIC SCHOOL CADET CORPS, 1910

| Name of School. | Number of Officers, N. C. Officers, and Boys present at time of inspection. | Drill. | Remarks of Militia Officers on the efficiency of the Corps. |
|---|---|---|---|
| Arthur High School | 31 | Good. | Satisfactory. |
| Barrie Collegiate Institute | 90 | Good. | Satisfactory. |
| Belleville, Octavia St. Public School | 49 | Very good. | Satisfactory. |
| Brantford Collegiate Institute | 58 | Very good. | Very satisfactory. |
| Brockville Collegiate Institute | 38 | Good. | Satisfactory. |
| Cobourg Collegiate Institute | 81 | Very good. | Very satisfactory. |
| Cornwall High School | 71 | Good. | Satisfactory. |
| Dundas High School | 33 | Good. | Very satisfactory. |
| Galt Collegiate Institute | 43 | Fair. | Satisfactory. |
| Goderich Collegiate Institute | 46 | Good. | Satisfactory. |
| Guelph Collegiate Institute | 90 | Good. | Satisfactory. |
| *Hamilton Collegiate Institute | 44 | Very good. | Very creditable. |
| Ingersoll Collegiate Institute | 51 | Good. | Satisfactory. |
| Lindsay Collegiate Institute | 48 | Very good. | Very satisfactory. |
| Morrisburg Collegiate Institute | 35 | Good. | Satisfactory. |
| Mount Forest High School | 41 | Good. | Satisfactory. |
| Napanee Collegiate Institute | 48 | Very good. | Satisfactory. |
| Niagara Falls Collegiate Institute | 25 | Good. | Satisfactory. |
| Norwood High School | 27 | Good. | Creditable. |
| Orillia Collegiate Institute | 49 | Good. | Satisfactory. |
| Ottawa Collegiate Institute | 39 | Good. | Satisfactory. |
| Orangeville High School | 52 | Very good. | Satisfactory. |
| *Owen Sound Collegiate Institute | 52 | Very fair. | Satisfactory. |
| Perth Collegiate Institute | 43 | Fair. | Satisfactory. |
| Peterborough Collegiate Institute | 125 | Good. | Very satisfactory. |
| Port Hope High School | 46 | Very good. | Very creditable. |
| Port Perry High School | 32 | Good. | Satisfactory. |
| Prescott High School | 43 | Good. | Satisfactory. |
| Renfrew Collegiate Institute | 38 | Very good. | Creditable& satisfactory |
| St. Catharines Collegiate Institute | 40 | Very good. | Satisfactory. |
| St. Thomas Collegiate Institute | 63 | Very good. | Very creditable. |
| Sarnia Collegiate Institute | 43 | Very good. | Very satisfactory. |
| Seaforth Collegiate Institute | 57 | Good. | Satisfactory. |
| Stirling High School | 37 | Very good. | Satisfactory. |
| Strathroy Collegiate Institute | 43 | Good. | Satisfactory. |
| Stratford Collegiate Institute | 146 | Good. | Satisfactory. |
| Tillsonburg High School | 36 | Fair. | Satisfactory. |
| Toronto: | | | |
| Harbord Collegiate Institute | 61 | Very good. | Highly satisfactory. |
| Jarvis Collegiate Institute | 50 | Good. | Very satisfactory. |
| Parkdale Collegiate Institute | 45 | Good. | Satisfactory. |
| Public Schools (11 corps) | 596 | Good. | Very satisfactory. |
| Uxbridge High School | 40 | Good. | Satisfactory. |
| Vankleek Hill Collegiate Institute | 36 | Good. | Satisfactory. |
| Waterloo Public School | 109 | Good. | Satisfactory. |
| Woodstock Collegiate Institute | 48 | Very Good. | Very satisfactory. |
| Total, 55 corps | 2,918 | | |

* No grant paid.

## APPENDIX O—LIST OF INSPECTORATES AND INSPECTORS

| Inspectorates. | Public School Inspectors. | Post Office. |
|---|---|---|
| Algoma District (in part); Towns of Blind River, Bruce Mines, Sault Ste. Marie, Steelton, Thessalon | L. A. Green, B.A. | Sault Ste. Marie. |
| Brant County; Town of Paris | T. W. Standing, B.A. | Brantford. |
| Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara | John McCool, M.A. | Walkerton. |
| Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton | W. F. Bald, B.A. | Port Elgin. |
| Carleton, East; Village of Eastview | Thos. Jamieson, B.A., 115 Strathcona Ave. | Ottawa. |
| Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate) | Willis C. Froats, M.A. | Carleton Place. |
| Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne | Nathaniel Gordon | Orangeville. |
| Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester | Arthur Brown | Morrisburg. |
| Elgin, East; Town of Aylmer; Villages of Springfield, Vienna | Welburn Atkin | St. Thomas. |
| Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate) | John A. Taylor, B.A. | St. Thomas. |
| Essex, North (No. 1); Town of Sandwich; Village of Belle River; English-French Public Schools in the Districts, and English-French Roman Catholic Separate Schools in Essex and Kent Counties (Joint Inspectorate) | D. Chenay, M.A. | Windsor. |
| Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington | D. A. Maxwell, B.A., LL.B., Ph.D. | Windsor. |
| Frontenac, South; Villages of Garden Island, Portsmouth | Wm. Spankie, M.D. | Kingston. |
| Frontenac, North; and Addington (Joint Inspectorate) | M. R. Reid, M.A. | Sydenham. |
| Glengarry; Town of Alexandria; Villages of Lancaster, Maxville | J. W. Crewson, B.A. | Cornwall. |
| Grey, East; Towns of Meaford, Thornbury | Samuel Huff, B.A. | Meaford. |
| Grey, West; Town of Owen Sound; Village of Chatsworth | H. H. Burgess, B.A. | Owen Sound. |
| Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt | N. W. Campbell, B.A. | Durham. |
| Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis | Clarke Moses | Caledonia. |
| Haliburton, Parry Sound East, and Muskoka East; Towns of Kearney, Huntsville (Joint Inspectorate) | Sylvanus Phillips, B.A. | Minden. |
| Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown. | J. S. Deacon | Milton. |
| Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed | Wm. Mackintosh | Madoc. |

LIST OF INSPECTORATES AND INSPECTORS—Continued

| Inspectorates. | Public School Inspectors. | Post Office. |
|---|---|---|
| Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate) | H. J. Clarke, B.A. | Belleville. |
| Hastings, North; Nipissing, South, and Parry Sound, North East, Districts; Town of Powassan; Village of Bancroft (Joint Inspectorate) | E. E. Ingall, B.A. | Bancroft. |
| Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter | David Robb, B.A. | Brussels. |
| Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall | J. Elgin Tom | Goderich. |
| Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville | Rev. W. H. G. Colles | Chatham. |
| Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspectorate) | J. H. Smith, M.A. | Chatham. |
| Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford | N. McDougall, B.A. | Petrolea. |
| Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming | Henry Conn, B.A. | Sarnia. |
| Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate) | F. L. Michell, M.A. | Perth. |
| Lanark, East (see Carleton West). | | |
| Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport | Wm. Johnston, M.A., LL.B. | Athens. |
| Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate) | Robert Kinney, M.D. | Brockville. |
| Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate) | T. A. Craig | Kemptville. |
| Lennox; Town of Napanee; Villages of Bath, Newburgh (Lennox, see also Frontenac) | D. A. Nesbitt, M.A. | Napanee. |
| Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate) | W. W. Ireland, B.A. | St. Catharines. |
| Manitoulin Island, Algoma (in part), District; Towns of Copper Cliff, Gore Bay, Little Current, Massey, Webbwood | John McLaughlin | Gore Bay. |
| Middlesex, East; Village of Lucan | P. J. Thompson, B.A. | London. |
| Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville | H. D. Johnson | Strathroy. |
| Muskoka, West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling | H. R. Scovell, B.A. | Bracebridge. |
| Muskoka, East (see Haliburton). | | |
| Nipissing, North, District; Towns of Bonfield, Cobalt, Cochrane, Englehart, Haileybury, Latchford, Mattawa, New Liskeard, North Bay | J. B. McDougall, B.A. | North Bay. |

LIST OF INSPECTORATES AND INSPECTORS—Continued

| Inspectorates. | Public School Inspectors. | Post Office. |
|---|---|---|
| Nipissing, East (see Thunder Bay). | | |
| Nipissing, South (see Hastings North). | | |
| Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford | H. Frank Cook, B.A. | Simcoe. |
| Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook | Albert Odell | Cobourg. |
| Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings | Robert Boyes | Campbellford. |
| Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle | W. E. Tilley, M.A., Ph.D. | Bowmanville. |
| Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry | R. A. Hutchison, B.A. | Uxbridge. |
| Ontario, South; Towns of Oshawa, Whitby | R. H. Walks, B.A. | Brooklin. |
| Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate) | J. M. Cole | Woodstock. |
| Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich | R. A. Paterson, B.A. | Ingersoll. |
| Parry Sound, South, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge, South River | J. L. Moore, B.A. | Parry Sound. |
| Parry Sound, North-East (see Hastings, North). | | |
| Parry Sound, North-West (see Thunder Bay). | | |
| Parry Sound, South-East (see Haliburton). | | |
| Peel; Town of Brampton; Villages of Bolton, Streetsville | W. J. Galbraith, B.A. | Brampton. |
| Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton. | William Irwin, B.A. | Stratford. |
| Perth, South, and City of Stratford (Joint Inspectorate) | James H. Smith, B.A. | Stratford. |
| Peterborough, East; Villages of Havelock, Lakefield, Norwood | Richard Lees, M.A. | Peterborough. |
| Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate) | G. E. Broderick | Lindsay. |
| Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Original | W. J. Summerby | Russell. |
| Prince Edward; Town of Picton; Villages of Bloomfield, Wellington | G. D. Platt, B.A. | Picton. |
| Rainy River District; City of Port Arthur; Towns of Dryden, Fort Frances, Keewatin, Kenora, Rainy River (Joint Inspectorate) | John Ritchie | Port Arthur. |
| Renfrew, North; Town of Pembroke; Village of Cobden | E. T. White, B.A. | Pembroke. |
| Renfrew, South; Towns of Arnprior, Renfrew; Village of Eganville | G. G. McNab, M.A. | Renfrew. |
| Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore | G. K. Mills, B.A. | Collingwood. |

LIST OF INSPECTORATES AND INSPECTORS—Concluded

| Inspectorates. | Public School Inspectors. | Post Office. |
|---|---|---|
| Simcoe, South-West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham | Rev. Thos. McKee, B.A. | Barrie. |
| Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater. | Isaac Day, B.A. | Orillia. |
| Stormont; Town of Cornwall; Village of Finch | James Froats, B.A. | Cornwall. |
| Thunder Bay; West Nipissing and North-West Parry Sound, Districts; City of Fort William; Towns of Chelmsford, Sudbury, Sturgeon Falls, Cache Bay (Joint Inspectorate) | D. M. Christie, B.A. | Fort William. |
| Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville | W. H. Stevens, B.A. | Lindsay. |
| Victoria, East (see Peterborough West). | | |
| Waterloo (No. 1); Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira | Thomas Pearce | Berlin. |
| Waterloo (No. 2); Town of Galt; Villages of Ayr, New Hamburg | F. W. Sheppard | Berlin. |
| Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Port Colborne. (Thorold Town and Pelham Township are under Lincoln Inspector). (Joint Inspectorate) | John Marshall, B.A. | Welland. |
| Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford | Robt. Galbraith, B.A. | Mount Forest. |
| Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus | J. J. Craig, B.A., M.P.P. | Fergus. |
| Wentworth; Town of Dundas; Village of Waterdown | J. H. Smith | Hamilton. |
| York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton, Woodbridge | C. W. Mulloy, B.A. | Aurora. |
| York, South; Town of North Toronto; Villages of Markham, Mimico, Stouffville, Weston (Joint Inspectorate) | A. L. Campbell, M.A. | Weston. |
| Brantford, City of | E. E. C. Kilmer, B.A. | Brantford. |
| Guelph, do | Wm. Tytler, B.A. | Guelph. |
| Hamilton do | W. H. Ballard, M.A. | Hamilton. |
| Kingston, do | J. Russell Stuart | Kingston. |
| London, do | C. B. Edwards, B.A. | London. |
| Ottawa, do | J. H. Putman, B.A., B.Paed. | Ottawa. |
| Peterborough, do | A. Mowat, B.A. | Peterborough. |
| St. Catharines do | D. C. Hetherington | St. Catharines. |
| Toronto do | James L. Hughes, Chief Insp'r. | Toronto. |
| do do | W. F. Chapman, B.A. | Toronto. |
| do do | W. H. Elliott, B.A. | Toronto. |
| do do | E. W. Bruce, M.A. | Toronto. |
| Windsor, do, and Town of Walkerville | Robt. Meade, M.A. | Windsor. |

R. C. SEPARATE SCHOOL INSPECTORS

| Inspector. | Post Office. | Jurisdiction. |
|---|---|---|
| J. F. Power, M.A. | Toronto, 33, Dalton Rd. | Separate Schools. |
| Michael O'Brien | Peterborough | " " |
| J. F. Sullivan, B.A. | London, 873 Hellmuth Ave. | " " |
| Jas. E. Jones, B.A. | Mattawa | " " |
| Telesphore Rochon, B.A. | Clarence Creek | English-French Separate Schools. |
| D. Chenay, M.A. | Windsor | " " " |
| V. Hector Gaboury, B.A. | Ottawa, 17 College Ave | " " " |
| A. Belanger, M.A. | Ottawa, 165 Augusta St. | " " " |

CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS, AND INSPECTOR OF NORMAL SCHOOLS:

F. W. Merchant, M.A., D.Pæd. ..... .....Toronto. 592 Jarvis Street.

HIGH SCHOOL INSPECTORS:

J. E. Wetherell, M.A.....Toronto, 98 Albany Avenue.
H B. Spotton, M.A., LL.D.....Toronto. 426 Markham Street.
J. A. Houston, M.A.....Toronto, 105 Roxborough St.

CONTINUATION SCHOOL INSPECTOR:

R. H. Cowley. B.A.,.....Toronto, 186 Delaware Ave.

MANUAL TRAINING AND TECHNICAL SCHOOL INSPECTOR:

Albert H. Leake.....Eglinton, Glen Grove Ave.

## APPENDIX P—LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1910

### I. Public School Inspectors.

Boyd, Annie Alicia, M.A.
Benson, John Edwards, M.A.
Bannister, John Arthur, B.A.
Campbell, John D. B.A.
Henderson, James Vanwyck, B.A.
McKinnon, Charles, B.A.
Moore, John Leslie, B.A.
Robertson, George A., B.A.

### II. High School Principals and Specialists.

Boyd, Annie Alicia, M.A. (Science and Commercial.)
Buchanan, John A., B.A. (Commercial.)
Carter, Florence Victoria, B.A. (Moderns and History.)
Chapman, William Francis, B.A. (English.)
Charlesworth, John William, B.A.
Collins, Herbert Eugene, B.A. (Moderns and History.)
Clyde, William, B.A.
Duncan, William Anderson, M.A.
Dickenson, Edgar Urwin, B.A.
Elliott, Henry E., B.A.
Feasby, William Jas., B.A. (French and German.)
Gray, Neil Roy, B.A. (Moderns and History.)
Harvey, John F., B.A.
Hofferd, George William, B.A.
Johnson, Leah B., M.A. (Mathematics.)
Leighton, Robert Henry, B.A.
McGregor, Annie Kennedy, B.A.
MacLean, Allan Edmund, B.A. (English and History.)
McMillan, George, M.A. (Science.)
McMahon, Frank Oliver, B.A.
Mann, Harry Clarke, B.A.
Moore, John Leslie, B.A.
Nelson, Albert E., B.A.
Reid, Thomas E., B.A.
Smith, John Chas., B.A.
Wethey, Edmund James, B.A. (Mathematics.)
Workman, James G., B.A. (Mathematics.)
Wright, Robert, B.A.

### III. High School Assistants and Specialists.

Agla, Mildred Alice.
Allen, Mabel E., B.A. (Moderns and History.)
Asselstine, Oliver, M.A. (Mathematics.)
Anderson, Maud H.
Adams, John Hamilton, B.A.
Acheson, Geo., M.A.
Adie, Jessie Morton, B.A. (Moderns and History.)
Bell, M. F. Winifred.
Burchell, James E.
Caesar, Katharine.
Caverhill, Elsie.
Chidley, Agnes. (Commercial.)
Campbell, Charlotte E.
Campbell, John D., B.A. (Mathematics.)
Campbell, Mae Agnes.
Carlyle, Jno. A., B.A. (English and History.)
Clarke, Bruce W.
Clayton, Vivien E. (Commercial.)
Cole, Rebecca M. M.
Conway, Irene.
Cornell, Maurice Leo, M.A. (Mathematics.)
Campbell, Geo. Alex.
Dafoe, Margaret N., M.A. (Moderns and History.)
Dawson, Margaret M.
De La Mater, Magdalene.

Duncan, Ethel A., B.A. (Moderns and History.)
Dickson, Jean Gibson, B.A. (French and German.)
De Mille, Thorhilda O. A.
Dugit, Rosalie A., M.A.
Elliot, Thos. William, B.A. (Science.)
Eby, Winnifred M.
Edmunds, Lulu J.
Elmslie, Kate.
Edge, Amy Isabelle.
Fletcher, Beatrice L. R., B.A. (Classics.)
Ford, Hellen D.
Freeze, Helen L., B.A.
Goodland, Alma. (Commercial.)
Gregory, Stella, L.
Graves, Elizabeth, B.A.
Hally, Isobel Orr, B.A.
Henderson, Henry Robert.
Hickey, Philippa A. V.
Hoover, Edwin Egbert.
Hotson, Aletha L., B.A.
Ireland, Franklin N.
Jeckell, Laura M.
Kidd, Truman W., B.A. (Art.)
Lynch, Mary E.
McCormack, Mary Irene, B.A.
McCutcheon, Essie L. F., B.A. (Classics.)
McGregor, Maggie C., B.A.
McGregor, Robert Lee.
MacVannel, Margaret C.
Maclennan, C. Lillie, B.A.
McGuirl, Thomas Henry, B.A. (Art.)
McLeod, Lola, B.A.
McNabb, John C. (Commercial.)
Miller, Everton A., M.A. (Classics.)
Madge, Myrtle.
Moffat, Thomas Edward.
Mott, Stella.
Mulloy, Lulu Eugenia.
Matthews, Jessie Edith, B.A.
Norris, Arthur D., B.A.
O'Donoghue, Mary H., M.A. (Moderns and History.)
Ovens, Winifred E. L., B.A.
Ostrom, Ethel Luella.
Powell, Mrs. Elizabeth G., B.A. (Mathematics.)
Percy, Herbert Algernon.
Parker, Frances Gray.
Philp, L. Madeline.
Pickering, John Robert.
Rutherford, Mary H.
Smith, Kathleen Edith, B.A.
Smith, Kathrina, B.A. (Moderns and History.)
Smith, John Charles, B.A.
Smith, Isabel Keith, B.A.
Stewart, Kate L., B.A. (English and History.)
Sweet, Frederick George.
Stewart, William Henry.
Stothers, Minerva Evelyn, B.A.
Scott, Carrie Lillian, B.A.
Scrimgeour, William George, B.A. (Science.)
Smith, James M.
Thompson, Helen M., B.A.
Van Alstyne, Susan Amelia, B.A. (Mathematics.)
Ward, Ada Louise, B.A. (Moderns and History.)
White, Harry S.
Wightman, Stanley.
Williamson, James David.
Wilkie, Marion Florence, B.A. (French and German.)
Wilson, Margaret G. E. (Commercial.)
Wheelton, Leonard.

## IV. Permanent First Class Certificates.

Armstrong, Flossie J.
Adams, John Milton.
Atkinson, Serena Hester.
Awde, Elgin O.
Bennett, Alice Maude.
Buckingham, Edna.
Butcher, Cecil Ward.
Burrill, Florence A. V.
Brunkard, Ethel.
Brimicombe, Bessie M.
Barber, Etta Louise.
Benson, John E.
Brown, U. Kathleen.
Black, Luella C.

Brydon, Janet Lillian.
Beswick, Cora.
Black, Lois Georgina.
Bowes, Florence.
Breen, Agnes Marie.
Calhoun, Kathleen.
Chapman, Winnifred Irene.
Coombes, Myrtle.
Cowie, Elsie Claire.
Campbell, George Stewart.
Challen, Newton Eugene.
Coulthard, Annie E.
Chapman, Hattie.
Code, S. Pearl.
Cranston, Elizabeth May.
Davidson, Georgina.
Diedrich, Mary L.
Dolan, Annie Maria.
Doyle, Millie Freeman.
Dell, Bertha.
De Mille, Thorilda, O. A.
Forbes, Jennie Florella.
Fox, Elizabeth J.
Fraser, Lucille.
Fox, Mary Louise.
Fleck, Margaret Chetwynd.
Ferguson, Lillian M.
Graham, Edna.
Hamilton, Charlotte A.
Hall, Margaret May.
Henley, Violet E.
Harrison, Daisy.
Hanna, William Edward.
Harry, Frank T.
Haynes, Andrew Chester.
Hedley, Ella Isabella.
Hare, Margaret J.
Hudson, Annie Leila.
Johnson, Ethel Victoria.
Jamieson, William George.
Kilgour, Ruby C.
Kilner, Mina.
Keenan, Thomas.
Kinnee, Herbert Clarence.
Knox, John K.
Lindsay, Bertie Lee.
Lannan, Mary Louise.
Lavery, William Graham.
Latour, Nelson.
Leckie, Bruce Everton.
Leitch, Gertrude B.
McAndless, Lee Gordon.
McSherry, Charlotte.
MacKay, Emma L.
MacKenzie, Edna Irene.
McKerlie, Bertha.
McCamus, Marion K.
McLay, Maud M.
Manson, Susie H.
Mahon, Nellie L.
Mason, Waddington.
Molland, Minnie Sutherland.
Murday, Arthur Marshall.
Murphy, Mary.
Montague, William E.
Madill, Mabel E.
Maus, Florence Elizabeth.
Nicholson, Robert Walter.
Overholt, B. Percy.
Peck, Maud Mary.
Perry, Gertrude Maude.
Porter, Mildred Luella.
Philp, Nellie May.
Pigott, Margaret.
Pelton, Elizabeth J.
Ritchie, Edythe F.
Richard, Olive Sadilla.
Rogers, William Cruess.
Russell, Mina.
Russell, Samuel.
Robinson, Mary Alberta.
Robinson, Harriet.
Robinson, Sadie.
Rogers, John W. O.
Ross, Ada Elsie.
Stewart, Agnes Winifred.
Stirling, Charlotte.
Seldon, E. Annie.
Stafford, Inez Gertrude.
Stocker, Eva Rose.
Summer, Christopher.
Scott, Francis McDonald.
Sharp, Henrietta.
Steele, Walter S.
Smith, Margaret.
Sorley, Janet L.
Scott, Jessie Margaret.
Tobin, Lilly S.
Taylor, Jennie Evelyn.
Thompson, Ida Mabel.
Vassie, Janet Laing.
Watson, Gretta Thorburn.

Wallace, Norma.
Wilson, Alfred.
Walls, Alice E.
Wallace, Mary Georgina.
Webster, Leah.
Willoughby, Annie J.
Whitney, Winnie.
Wynne, Charles S.
Young, Ralph Henry.
Yule, Linton Blair.

### V. Permanent Second Class Certificates.

Allen, Helena.
Arthur, Clara M.
Allison, Ruby.
Anderson, Grace E.
Adams, Anna Beatrice.
Allan, Lillian Edith.
Armstrong, Margaret B.
Ault, Mrs. Winnie W.
Adams, Mabel Irene.
Alexander, Gertrude.
Aljoe, Clara Ethel.
Ansley, Laura A.
Armstrong, Vivia Olive.
Adams, Teresa H.
Arnold, Ada M.
Arthur, Mabel D.
Anderson, Elsie P.
Ashe, Cecilie F.
Allard, Emma.
Amoss, Erie Vining.
Bell, Lily May.
Butler, Rose.
Boileau, Albertine M.
Bennetto, Susie Estelle.
Bartrem, Muriel G.
Barberree, Mary M.
Bartlett, Edith Maud.
Bauslaugh, Effie Belle.
Bothwell, E. Florence.
Boyle, Helen Gertrude.
Braniff, Mary K.
Britton, Garnet Percy.
Bennett, Alva Richard.
Binnie, Bella.
Bogue, Bessie.
Brown, Jessie Georgina.
Browne, Emeretta K.
Bell, Ella Jane.
Bell, Nina.
Bennett, Nellie.
Bolster, Muriel N.
Bryson, Jean L.
Burleigh, Nancy.
Beath, Katharine L.
Black, Eva Beatrice.
Black, Mabel Alice.
Blyth, Mary Ellen.
Baker, Mabel C.
Beamish, Grace.
Beaton, W. Grant.
Boyd, Emma.
Bayne, Annie Pearl.
Breen, Minnie.
Brennan, Marian.
Bulloch, Jeanie D.
Bennett, Eliza V.
Boismier, Anna.
Bell, M. Edna.
Branan, Dorothy L.
Black, Harriet E.
Bartlett, Fabiola.
Carnochan, Gertrude.
Chanda, Theresa A.
Collard, Agnes L.
Cook Ada.
Culp, Ola Irene.
Cornish, Ida.
Craig, Dexter M.
Cranley, J. Ambrose.
Crosby Katharine.
Crouch, Ida M.
Cuthbertson, Maud.
Chapeske, Mary.
Caldwell, Hannah E.
Carmichael, Sadie E.
Cuthbert, Susan B.
Clarkson, Annie.
Crosby, Clara E.
Charbonneau, Ida.
Carmichael, Jennie.
Carswell, Lizzie.
Carruthers, Lillian.
Cathcart, Adelaide M.
Capling, Ethel Mae.
Coughlan, Nellie.
Curtin, Agnes A.

Carroll, Opal.
Coughlin, Catharine Mary
Calvert, Lulu I. M.
Chapman, Ethel M.
Clark, Robena C.
Clinton, Myrtle G.
Clunas, Marmaduke.
Colling, Leslie J.
Crabbe, Ethel Pearl.
Cameron, Allison.
Carroll, Clara E.
Chalmers, Pearl.
Chalmers, Ruby.
Collver, Bessie.
Cornforth, Ada.
Cornforth, Winona.
Cronin, Loretta.
Cadden, Helen.
Carpenter, Reta.
Carty, John Joseph.
Chester, Margaret P.
Coghlan, Berta.
Cole, Florence.
Conley, Louise.
Calder, Sarah.
Campbell, Annie I.
Casselman, Lorena E.
Copeland, Ella C.
Cameron, Margaret S.
Carling, Jean Z.
Castle, Mary W.
Curry, Ruby Eveline.
Cavanaugh, Mary S.
Chown, Mabel Edith.
Clark, Leila P.
Clendennan, Annie J.
Colles, Nellie.
Dugre, M. Louise.
Darcy, Annie May.
Davis, Clara Belle.
Doyle, Veronica.
Dolbear, Alma.
Doyle, Gertrude.
Daly, Margaret.
Devitt, Vera.
Doolan, Lizzie.
Duncan, Lillie May.
Dunn, Annie Blanche.
Davidson, Thomas Wm.
Dillon, Annie M.
Davies, Mary E.
Dewar, Edith.
Drager, Margaret B.
Duncan, Lottie.
Davidson, Annie C.
DeGuerre, Jessie I.
Dodds, Anne.
Dougall, Mary A.
Douse, Constance M.
Duke, Mary A.
Davis, Lillian.
Deans, Agnes May.
Dunning, Maud.
Dennee, Josephine M.
Dewey, Olive C.
Davis, Daisy.
Duggan, Elizabeth A.
Elliott, Bessie.
Elvidge, E. May.
Evans, Mabel Gertrude.
Easton, Ethel Rosamond.
Ewald, Emily.
Edmison, Marion W.
Egan, Isabella.
Emmerson, Idela E.
Elmhirst, Ada W. J. R.
Elliott, Edna I.
Fisher, Phebe A.
Foord, Myrtle.
Furlong, Anna J.
Fisher, Dorothy.
Flett, Luella C.
Faux, Ethel Maud.
Freeman, Lillian H.
Ferguson, Mary.
Freeborn, Olive.
Faris, Jean A.
Ferguson, Carrie.
Ferguson, Winifred M.
Farnell, Edna E.
Furlong, Agnes L.
Ferguson, Mabel.
Fox Elsie M.
Ferguson, Annie.
Fitzgerald, Beatrice M.
Frost, Mary E.
Girouard, Stella.
Gallagher, Mildred I. E.
Gove, Annie L.
Grassie, Annie M.
Gatis, Robert.
Gallagher, Katharine E.

Garvin, Mary.
Goodman, Sara Eliza.
Graham, Morton T.
Gummow, Chas. Robt.
George, John Alex.
Gillespie, Della M.
Govenlock, M. Rae.
Gillespie, Lynne E.
Grant, Marion.
Goldring, Ida G.
Greenan, Mary.
Grant, Lilla M.
Gibson, Ida.
Gregory, Annie.
Green, Anastasia.
Gosnell, Mabel.
Gray, Florence.
Galbraith, Mary.
Graham, Effie V.
Grothier, Lena A.
Gardner, Jenny M.
Gibson, Anna B.
Girven, May M.
Grant, Anna G.
Grant, Edith M.
Gillies, Flora.
Guay, Louise.
Garvin, Mollie.
Heaslip, Leonard W.
Hendershott, Minnie M.
Hewitt, Clara.
Holmes, Jerry Oliver
Honeyford, Sarah L.
House, Morgan L.
Harper, Nellie Edna.
Hill, Alice V.
Howard, Winona.
Haydon, Eleanor E.
Hope, Ethel May.
Hortop, Jennie.
Husband, Myrtle L.
Hamilton, Daisy.
Hansield, Nellie.
Hare, Anna Caroline.
Hawke, Gertrude.
Hawkins, Erie T.
Humberstone, Mary H.
Hall, Gertrude.
Hellems, Bertha.
Holmes, Etta May.
Hopper, Annie M.
Howard, Frances M.
Hamilton, Myrtle T.
Heffernan, Kate.
Hetherington, Isabel.
Hill, Daisy.
Horning, Clara E.
Howard, Kate.
Hartleib, Lillian L.
Hartleib, Theo. J.
Hockey, Annie B.
Hare, Helena H.
Hunter, Carrie.
Hawley, Ella.
Heenan, Henrietta.
Hand, Elma B.
Harrington, Julia.
Hunt Stella.
Hodgins, Kathleen.
Haines, Emma.
Hayes, Olive E.
Ingrouille, Edna Emily.
Johnston, Birdie Carl.
Jamieson, Marion N.
Jamieson, Robert E.
Jones, Elsie.
Johnston, Vina.
Jackson, Carrie Ella.
Johnston, Rose N.
Jones, Bertha.
Jordan, Lillian G.
Jacques, Ada M. T.
Johnston, Isabella B.
Johnston, Wilma U.
Jordan, Nina O.
Justice, Catharine B.
Jenkins, Edith.
Kelly, Mary M.
Knowles, Olive L.
Kennedy, Elizabeth.
Langan, Kathleen.
Loveless, Bertha.
Lalonde, Katy M.
Lambe, Mabel F.
Lillico, Mabel A.
Langdon, Marion.
Lewis, Ella M.
Longthorne, Pearl.
Laird, Geraldine S.
Leslie, Florence L.
Loucks, Jennie E.
Londry, Margaret W.

Little, Eva B.
Lamont, John L.
Lawson, P. Hazel.
Lear, Amelia H.
Lyall, Mabel E.
Logan, William H.
Leishman, Mamie.
Lamont, Alexander D.
Lawson, M. Dell.
McCauley, Mary E.
McClocklin, Susan G.
McClure, Sarah.
McDonald, Elizabeth.
McInnis, Margaret.
McCarthy, May.
McEachern, Elma C.
McKee, Susie, M.
McEachan, Agnes.
McFarlane, Ida B.
McChesney, Lizzie.
McGill, Belle M.
MacGregor, Ethel.
MacGregor, Maude.
MacKellar, Georgina.
McLarty, J. E.
MacDermid, Leila B.
MacPherson, Maude.
McCann, Frances A.
McGillis, Teresa.
McIntosh, Mabel G.
McMartin, Margaret E.
McDermott, Andrew M.
McDonald, May.
McDonnell, Annie.
McEnery, Gertrude.
McMullen, Margaret I.
McCallum, Tena.
McGregor, Anne C.
McDonald, Lavina.
McDermott, Annie.
McFadden, Gertrude.
McTaggart, Louie.
McWilliam, Jessie S.
McDonald, John M.
McMahon, Eliza.
McCallum, Maggie Jane.
McDermott, Edith M.
McGill, Edna B.
MacDonald, Florence.
McFarlane, Lizzie.
McLeish, Isabel.
McLeod, Burnetta McKay.
MacPherson, Christina.
McRorie, Ida P.
MacDiarmid, Mary Agnes.
MacIntyre, Elizabeth C.
McBride, Anna M.
McCaul, Ella May.
McCaul, Margaret L.
McDonald, Anna J.
McGill, Myrtle L.
McLaughlin, Elizabeth E.
McCallum, Mary H.
McCullough, Sara M.
McCullough, Susie.
McDermid, Erle.
McDonald, Lillian A.
McGill, Eva May.
McGuire, Adam W.
McKeever, Jessie.
McCallum, Georgie K.
McIntosh, Catherine.
McIntyre, May.
McIntyre, Queenie.
McKitterick, Elsie May.
McLean, Lillian L.
MacGillivray, Helen O.
McArter, Hannah M.
McAuley, Vida M.
Millen, Clara L.
Miners, Josephine V.
Morris, Freida L.
Moore, Henrietta.
Martin, Mary C.
Montgomery, Harvey S.
Mills, Jennie.
Murdie, Rachel M.
Murray, Mary E.
Macklin, Evelyn M.
Moreau, Elmina.
Mulloy, Olive May.
Millen, M. Florence.
Maltby, Mary Ella.
Mitchell, Jean.
Moore, Florence Ethel.
Morrow, Eva M.
Marjeirison, Lilla Violet.
Meitz, Anna H.
Melburn, Myrtle C.
Moorehead, Lila Booth.
Moreland, Estella.
Murphy, Lucy Elizabeth.

Murray, Tessie V.
Mair, Jean.
Marshall, Annie.
Melvin, Mae J.
Miller, John R.
Moffatt, William J.
Morrison, Jessie A.
Morton, Marian.
Madden, Edith.
Martin, Agnes.
Martyn, Katharine.
Matthews, Lillian G.
May, V. A. Estella.
Meek, Florence A. R.
Metcalfe, Cora L.
Millian, Bertha C.
Moffatt, Anna S. B.
Moore, Nellie L.
Morrison, Edith M.
Mortimer, Mary G.
Mulroy, Helen C.
Munro, Belle.
Murphy, Mary.
Neilson, Violet Jean.
Nichols, Bertha A.
Naylor, Alfred A.
Nattress, Florence E.
Needham, Annie L.
Needham, Arabella.
Nurse, Ethel M.
O'Connor, Jessie.
Ovens, Flora.
Ovens, Nina.
O'Brien, Mary J.
Osborne, Florence M.
O'Grady, Brigid.
Phalen, Catharine.
Pollock, Catharine J.
Patterson, Ida.
Pierce, Violet Pearl.
Phillips, Elida L.
Piggott, Delphina.
Phelan, Frank J.
Pearson, Ena A.
Pierce, Elma G.
Preston, Scharlotte I.
Pearce, Edwin H.
Preston, Elsie.
Peddie, Christina.
Perry, Louie D.
Petrie, Violet M. J.
Pressey, Erie M.
Pickard, Eugenie.
Prentice, Fanny M.
Quackenbush, Erie.
Robinson, Elsie A.
Reycraft, Phyllis M.
Racknor, Ernest.
Ripley, Alberta M.
Rae, Mabel Amy.
Ryan, Winnifred.
Rainey, Amelia H.
Rutherford, Elizabeth D.
Reburn, Violet.
Ridd, Amy.
Robb, Kathleen.
Ramsden, Florence E.
Richardson, Annie E.
Robinson, Lilian J.
Rogerson, Sarah H.
Rush, Mildred E.
Reed, Agnes.
Roe, Nellie M.
Roebuck, Helen A.
Reid, Annie M.
Rodger Davinia.
Rainey, Mabel A.
Rixen, Evelyn Alice.
Rundle, Elsie E.
Riley, Evelyn M.
Sutherland, Ella F.
Stewart, May M.
Sullivan, Ella.
Scott, Antionette.
Smith, Mrs. Alice G.
Sabine, Mabel F.
Sinker, Vera M.
Sippel, Minnie E.
Size, Olive.
Sifton, Ellen.
Summers, Wesley C.
Sexsmith, Lilah.
Spence, Rosa Anna.
Sheldon, Elizabeth.
Strathdee, Jennie.
Stewart, Helen Ree.
Stafford, Stella E.
Sinclair, Gordon J.
Spurr, Beulah Maude.
Shaw, Minnie C.
Shaver, Muriel.
Sauve, Eleanor.

Sann, Essie Mae.
Sault, Margaret E.
Sherman, Nellie.
Sickle, Mary K.
Smith, Eva Irene.
Smith, Hazel Edna.
Smith, Jean Elleda.
Stafford, Edna.
Stewart, Mabel L.
Stuart, Charles Edward.
Swanston, Elizabeth S.
Sawers, Laura H.
Shepley, Althea.
Stenton, Edith.
Stevenson, Mae.
Sherlock, Agatha M.
Sills, Otta Mabel.
Smith, Minnie Alice.
Stafford, Mary Frances.
Stewart, Ena Robertson.
Switzer, Musaetta.
Staples, John Geo.
Schneuker, Louise B.
Shaw, Thorne Wm.
Smith, Ida.
Smith, Ida K.
Spark, Isobel.
Sturdy, Fawcett.
Shaver, Rowena.
Skilling, Gertrude E.
Skilling, Mae E.
Smale, Lillian M.
Smeaton, Kate.
Smith, Florence L.
Sproule, Olive.
Taylor, Mary Florence.
Thompson, Frances C.
Trenouth, Evelyn A.
Thomson, Anna.
Thomson, Charlotte.
Trick, Hattie E.
Thorpe, Edward H.
Tucker, Helena M.
Thompson, Margaret J.
Thompson, Elwood.
Thomson, Ida.
Twohey, Kate C.
Tench, Alice Maude.
Thompson, Isabel Adah.
Thompson, Lottie.
Troy, Margaret.
Taylor, Isabella A.
Thomson, Hazel.
Verronneault, Euphrasie.
Vincent, Walter M.
Wallace, Minnie B.
White, Garnet C.
Woodlan, Myrtle.
Walsh, Nora.
Wilson, Bessie.
Wood, Olive G.
Wright, Caroline Pearl.
Wallace, Emma G.
Walsh, Margaret E.
Willis, Winnifred.
Walsh, Georgia M.
Walton, Mossom.
White, Cora.
Wilson, Gertrude.
Worthington, Alice.
Wright, Jennie.
Warren, Elsie H.
Wight, Ada L.
Wilkinson, Annie L.
Woodill, Donalda.
Wray, Mary Alice.
Williams, Arvilla.
Wilkins, Clara M.
Wilson, Minnie E.
Walker, Ella M.
Walker, Florence.
Williams, Adda L.
Woods, May Maud.
Walsh, Pearl.
White, Clara F.
Wood, Ella M.
Williams, Dorothy.
Welstead, Grace L.
Williams, Hattie I.
Wallace, Ella M. B.
Watts, Bertha Florence.
Young, Maud H.

## VI. Kindergarten Directors.

Armstrong, Beatrice.
Austin, Annie Reta.
Bain, Edna.
Bedford, Eva Gladys.
Boyd, Ethel.
Butler, Perth.
Baskerville, Ellie.
Cox, Claira.
Currie, Bertie.
Chadwick, Lilian.
Coldwell, Helen J.
Craig, Edith M.
Crocker, Josephine.
Crompton, Grace.
Cunningham, Beatrice.
Dent, Alice E.
De Long, Georgina.
English, Reva.
Fisher, Julia E.
Floody, Olive V.
Fontaine, Ethel R.
Gustin, Alice L.
Gaisford, Evelyn.
Gearing, Marguerite.
Gerrard, Helen.
Hallett, Frances.
Harrington, Hattie.
Harvey, Alma M.
Heal, Edith V.
Hodgins, Florence G.
Jones, Leila K.
Koyl, Hazel.
Kennedy, Anna.
Lambley, Ethel.
Lemon, Helen G.
MacPeak, Catherine.
Macpherson, Margaret.
McKechnie, Mame.
Maclean, Mary.
Marsh, Elmere.
Martin, Mary W.
Meikles, Jean.
Moffat, Mary S.
Murray, Edna E.
Nash, Marjorie.
Oliphant, Clara.
Pickles, Edith M.
Pardoe, Eunice S.
Pulford, Marion.
Ramsay, Helen M.
Rankine, Marjory.
Redman, Lily.
Roy, Ruby E.
Rodgers, Clara.
Slinn, Annie.
Stewart, Lillian.
Scroggie, Margaret B.
Semmons, Sara Ne'Tamis.
Smellie, Mattie.
Smith, Ada E.
Smith, Nellie I.
Sykes, Grace A.
Van Camp, Kathleen.
Ward, Edna G.
Wingham, Alice.

## VII. Certificates in Household Science.

Allen, Jessie A.
Bailey, Lucy E.
Belton, Florence B.
Black, Laura E.
Bryans, Edna.
Balderston, Alice M.
Breed, Gladys M.
Campbell, Kate.
Calhoun, Grace.
Dobson, Gertrude I.
Dickson, Adeline I.
Edwards, Grace M.
Eedy, Irene.
Flavelle, Jean L.
Forsyth, Dora F.
Freeman, Garnette (Specialist).
Goldie, Marjorie M.
Green, Charlotte E.
Hales, Winnifred J.
Hogg, Louise D.
Hutchison, Maysie.
Irwin, Sue Candace.
Keough, Margaret (Specialist).
Kendall, Amoret L.
Lamont, Helen R.
Mills, Ruby E.

Marsales, Bessie.
McMahen, Eva E.
Patterson, Ada.
Peace, Lillian S.
Preston, C. Lilian (Specialist).
Peers, Lois.
Pringle, Florence.
Reid, Helen O.
Sherwood, Elizabeth A.
Stewart, Edith D.
Smyth, Marjorie B.
Stiven, Georgina G.
Stuart, Mabelle.

### VIII. Commercial Specialist Certificates.

Barker, George A.
Bottoms, Emma M.
Johnston, Agnes M.
Page, John P.
Sanders, Charlotte A.
Smith, S. Ada.
Shillinglaw, Emily.
Tanner, Alice M.
Wickett, Laura E.

### IX. Art Specialist Certificate.

Bicknell, Harry E.

### X. Certificates in Manual Training.

Later, Thomas John.
Taylor, Frederick.
Rostance, Alfred J. (Specialist).
Whiddon, John W.

### XI.—Professional Certificates Issued, 1910.

| | No. of Candidates. | Extra-mural. | H. School Interim. | Permanent I. Class. | Interim I. Class. | Permanent II. Class. | Interim II. Class. | Limited III. Class (2 yrs). | Limited III. Class (5 yrs). | Kindergarten Directors. | Kindergarten Assistants. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculties of Education | 282 | .... | 182 | 66 | 79 | .... | 21 | .... | .... | .... | .... |
| Normal Schools | 1,229 | 220 | .... | .... | .... | 532 | 538 | 135 | .... | .... | .... |
| Model Schools | 203 | 5 | .... | .... | .... | .... | .... | .... | 204 | .... | .... |
| Kindergartens | 155 | .... | .... | .... | .... | .... | .... | .... | .... | 65 | 64 |
| Interim Certificates made Permanent | .... | .... | .... | 60 | .... | 54 | .... | .... | .... | .... | .... |
| Certificates issued on pro tanto standing | .... | .... | .... | .... | .... | .... | 11 | .... | 13 | .... | .... |

Number of Permanent III. Class certificates:—8.
Number of Provincial Third Class certificates valid for three years:—10.
Number of Expired III. Class certificates and District certificates extended:—1,124.

Elementary Agriculture and Horticulture.

Number of Certificates issued:—51.

Elementary Industrial Arts.

Number of Certificates issued:—34.

XII.—Temporary Certificates Issued in 1910.

| Inspectorate. | Number during 1st half year. | Number during 2nd half year. |
|---|---|---|
| Algoma | 4 | 19 |
| Brant | 2 | 2 |
| Bruce, E. | 16 | 22 |
| Bruce, W. | 2 | 1 |
| Carleton, E. | 11 | 14 |
| Carleton, W, and Lanark, E. | 6 | 29 |
| Dufferin | 8 | 12 |
| Dundas | 4 | 3 |
| Elgin, E. | 4 | 9 |
| Elgin, W. | 1 | 1 |
| Essex, N. | 31 | 53 |
| Essex, S. | 7 | 16 |
| Frontenac, S | 11 | 18 |
| Frontenac, N., and Addington | 53 | 38 |
| Glengarry | 9 | 18 |
| Grey, E. | 9 | 19 |
| Grey, W. | 8 | 12 |
| Grey, S. | 2 | 8 |
| Haldimand | 8 | 4 |
| Haliburton (also see Parry Sd., S.E., and Muskoka, E.) | 16 | 32 |
| Halton | ..... | 4 |
| Hastings, C. | 13 | 20 |
| Hastings, S. | 5 | 4 |
| Hastings, N. (also see Nipissing, S., and Parry Sd., N.E) | 28 | 53 |
| Huron, E. | 3 | 3 |
| Huron, W | 2 | 8 |
| Kent, E. | 1 | 5 |
| Kent, W. | 3 | 4 |
| Lambton, E | 4 | 4 |
| Lambton, W. | 6 | 6 |
| Lanark, W. | 35 | 26 |
| Leeds and Grenville, No. 1. | 14 | 15 |
| " " " No. 2. | 12 | 25 |
| " " " No. 3. | 8 | 12 |
| Lennox | 14 | 16 |
| Lincoln | 8 | 18 |
| Manitoulin, etc. | 11 | 33 |
| Middlesex, E. | 5 | 11 |
| Middlesex, W. | 2 | ..... |
| Muskoka, E. | ..... | 18 |
| Muskoka, W. | 15 | 11 |
| Nipissing, N. | 16 | 11 |
| Nipissing, W. | 1 | 7 |
| Nipissing, S. | ..... | 1 |
| Norfolk | 9 | 14 |
| Northumberland & Durham: Centre, No. 2 | 5 | 17 |
| Northumberland & Durham—Continued: East, No. 3 | 5 | 12 |
| West, No. 1 | 9 | 21 |
| Ontario, N. | 4 | 13 |
| Ontario, S. | 4 | 6 |
| Oxford, N. | 3 | 3 |
| Oxford, S. | 7 | 4 |
| Parry Sound, S. | 2 | 10 |
| Parry Sound, N.E | 2 | 11 |
| Parry Sound, N.W. | 24 | 10 |
| Parry Sound, S.E. | ..... | 8 |
| Peel | 4 | 12 |
| Perth, N. | 3 | 4 |
| Perth, S. | 1 | 1 |
| Peterborough, E | 18 | 20 |
| Peterborough, W, & Victoria, E | 10 | 9 |
| Prescott and Russell | 1 | 26 |
| Prince Edward | 12 | 17 |
| Rainy River | 14 | 22 |
| Renfrew, N | 6 | 11 |
| Renfrew, S. | 11 | 10 |
| Simcoe, N. | 6 | 10 |
| Simcoe, S.W. | 2 | 4 |
| Simcoe, E. | 8 | 13 |
| Stormont | 4 | 5 |
| Thunder Bay (also see Nipissing W, and Parry Sd., N.W.) | 7 | 11 |
| Victoria, W | 6 | 10 |
| Waterloo, No. 1 | 4 | ..... |
| Waterloo, No. 2. | 2 | ..... |
| Welland | 5 | 6 |
| Wellington, N | 5 | 4 |
| Wellington, S. | 5 | 11 |
| Wentworth | 2 | 5 |
| York, N. | 1 | 5 |
| York, S. | 4 | 8 |
| | 3 | 4 |
| Separate School Inspectorates: | | |
| Inspector Power | 3 | 10 |
| Inspector Sullivan | 5 | 6 |
| Inspector Gaboury | 32 | 82 |
| Inspector Jones | 8 | 15 |
| Inspector Belanger | 1 | 5 |
| Inspector O'Brien | 1 | 2 |
| Totals | 682 | 1,122 |

## APPENDIX Q—FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION

### I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

FINANCIAL STATEMENT FOR THE YEAR ENDING 30TH JUNE, 1910.

RECEIPTS.

| | |
|---|---|
| Provincial Grant | $15,000 00 |
| Fees | 3,386 50 |
| | $18,386 50 |

EXPENDITURES.

| | | |
|---|---|---|
| 1. Salaries:— | | |
| W. Pakenham, Dean of the Faculty and Professor of the History and Science of Education, 12 mos. to 30th June.. | $3,400 00 | |
| H. T. J. Coleman, Associate Professor, 12 mos. to 30th June. | 2,700 00 | |
| L. E. Embree, Supervisor (Sessional) | 250 00 | |
| J. L. Hughes, Supervisor (Sessional) | 250 00 | |
| Instructors in Methods and Critics (Sessional): | | |
| R. A. Gray | 200 00 | |
| W. E. Groves | 200 00 | |
| Henry Ward | 200 00 | |
| J. W. Barton | 100 00 | |
| H. J. Crawford | 100 00 | |
| R. H. Eldon | 100 00 | |
| W. C. Ferguson | 100 00 | |
| E. W. Hagarty | 100 00 | |
| Miss J. S. Hillock | 100 00 | |
| Miss G. Lawler | 100 00 | |
| Carl Lehmann | 100 00 | |
| Miss M. S. Macdonald | 100 00 | |
| W. E. Macpherson | 100 00 | |
| Llewellyn Rees | 100 00 | |
| W. L. Richardson | 100 00 | |
| Miss J. P. Semple | 100 00 | |
| G. A. Smith | 100 00 | |
| Miss M. L. Balmer | 50 00 | |
| Miss N. Baskerville | 50 00 | |
| Miss M. Bell | 50 00 | |
| Miss M. G. Bristol | 50 00 | |
| Miss R. M. Church | 50 00 | |
| L. J. Clarke | 50 00 | |
| Miss A. E. Cullen | 50 00 | |
| A. W. R. Doan | 50 00 | |
| Miss A. A. Harding | 50 00 | |
| T. J. Ivey | 50 00 | |
| Miss E. M. Jolley | 50 00 | |
| Miss K. M. Knowles | 50 00 | |
| W. J. Lougheed | 50 00 | |
| J. H. Mills | 50 00 | |
| Miss A. F. Mitchell | 50 00 | |
| H. S. Mott | 50 00 | |
| Miss P. Stephen | 50 00 | |
| Miss I. M. Stewart | 50 00 | |
| E. H. A. Watson | 50 00 | |
| R. Wightman | 50 00 | |
| Miss A. Willson | 50 00 | |
| Miss L. A. Fawcett | 25 00 | |
| Miss E. M. McConnell | 25 00 | |
| Miss I. Richardson | 25 00 | |
| Miss L. M. Starrette | 25 00 | |
| | | $9,750 00 |

| | |
|---|---|
| 2. Maintenance:— | |
| City of Toronto Board of Education, for use of City Schools | $4,500 00 |
| Examinations: | |
| Paid to Examiners | 990 63 |
| Library: | |
| Proportion of Library appropriation expended for Faculty of Education purposes | 611 40 |
| Office expenses, printing, postage and supplies | 912 28 |
| Clerical Assistance: | |
| Stenographer, etc. | 529 85 |
| Contingencies | 13 71 |
| | $17,307 87 |
| To the above there requires to be added the Faculty's share of the expenses of general administration, including salaries of administrative officers, maintenance of building, library, gymnasium, telephones, examination supplies, diplomas, etc., estimated at..... | 4,000 00 |
| | $21,307 87 |

Certified, F. A. MOURÉ, *Bursar.*

## II —UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

FINANCIAL STATEMENT FOR YEAR ENDING 31ST DECEMBER, 1910.

RECEIPTS.

| | | |
|---|---|---|
| Ontario Government | $12,000 00 | |
| Fees | 908 00 | |
| Supplies | 6 60 | |
| | | $12,914 60 |

EXPENDITURES.

| | | |
|---|---|---|
| Overexpended, 1909 | | $662 46 |
| Salaries: | | |
| C. F. Lavell | $1,875 00 | |
| O. J. Stevenson | 1,350 00 | |
| Dean Ellis | 1,500 00 | |
| Prof. S. Laird | 625 00 | |
| A. A. Jordan | 100 00 | |
| J. R. Stuart | 658 37 | |
| J. Dawson (Gymn.) | 50 00 | |
| A. T. Hatch | 50 00 | |
| Victoria Wiltshire | 50 00 | |
| Nora Ross | 50 00 | |
| Leslie Carter | 400 00 | |
| | | 6,708 37 |
| Board of Education as per agreement | | 4,839 44 |
| Travelling expenses, A. Shortt | $24 00 | |
| G. Y. Chown | 29 90 | |
| Principal Gordon | 24 00 | |
| W. F. Nickle | 3 00 | |
| W. W. Charters | 67 35 | |
| | | 148 25 |

| | | | |
|---|---|---|---|
| Presiding Examiners | | | $118 29 |
| Printing and Stationery, John Smith | | $13 00 | |
| | Kirkpatrick Art Store | 3 30 | |
| | Jackson Press | 146 40 | |
| | R. Uglow & Co. | 8 95 | |
| | A. J. Reading | 4 32 | |
| | Stamps | 50 00 | |
| | Florence Macgillivray | 3 75 | |
| | | | 229 72 |
| Office Furniture and Equipment, W. A. Spriggs | | $21 83 | |
| | J. Laidlaw & Sons | 80 | |
| | Taylor & Hamilton | 5 00 | |
| | | | 27 63 |
| Library, Miss L. Saunders | | | 125 00 |
| Telegraph, Telephone, etc., G. N. W. Telegraph | | | 25 |
| | | | $12,859 41 |
| Surplus | | | 55 19 |
| | | | $12,914 60 |

Examined and found correct,

J. F. LESLIE, *Auditor.*

Kingston, January 9th, 1911.

## APPENDIX R—ANNUAL REPORT OF THE HISTORIOGRAPHER OF THE DEPARTMENT OF EDUCATION OF THE PROVINCE OF ONTARIO, FOR THE YEAR 1910

### The Auxiliary Educationists, or Promoters of Educational Legislation in the Early Days of the House of Assembly and Legislative Council of Upper Canada.

*To the Honourable R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education:*

Sir,—In my Annual Report of 1908, I pointed out how much we were indebted to the United Empire Loyalists, who migrated to these Provinces, for the promotion of such education and schools as were enjoyed by the Settlers in the early days of what was then regarded and known as British America, and especially in that portion of it known as New Brunswick,—the Reverend Doctor Ryerson being himself the Son of one of the U. E. Loyalists of that Province.

Not only were we indebted to these Loyalist Pioneers for the germ of our early educational facilities, such as they were, but, as time went on, we were also indebted to those of them, with others, who became Members of the Legislature, for the active promotion, by speech and resolution, of the subject of education in the House of Assembly.

In those early days the more active and intelligent members of the community felt impelled to do what they could to advance the cause of education and to provide schools for the children of the settlers.

There was also another class of men, prominent in public life, who took an active part in educational affairs, but invariably that section of it which was of a higher type, such as Colleges and Universities. Of these men the chief, and confessedly the foremost one who took part in these parliamentary proceedings and discussions, was the Reverend Doctor Strachan; he and the Honourables William Morris, P. B. de Blaquiere, Henry Sherwood; also the Honourables Robert Baldwin, William H. Draper and Francis Hincks (when they did not act as members of the Government). The Reverend Dr. Ryerson also drafted a University Bill in 1860, on his own account, and not as an Officer of the Government.

Although this class of Educational legislation was not successful, it nevertheless contributed largely to the promotion of Education of the times. As such these noted men may be regarded in the best sense as auxiliary, or coajutor, educationists equally with the Government, as they were practical and able promoters of the same great cause.

So strongly impressed was I, in studying the early history of this Province, of the desirability of doing full justice to the enlightened public men of those days, that I have endeavoured, in this Report, to give such brief details of their important, practical work, in the matter of education, that I have devoted a little extra space to the subject.

It was a most praiseworthy act of our first Governor, Simcoe, to issue a Proclamation, in 1783, cordially inviting the United Empire Loyalists to come to Canada, where they would receive grants of land on their arrival.

This noble body of men not only brought with them, as Pioneers, to a new and unknown land, the spirit of an active and devoted loyalty, but a zeal for education which was then the pride of New England, from which they had chiefly come.

These, our United Empire Loyalist forefathers, "kept their loyalty unshaken, unseduced, unterrified," "during seven long years of conflicts and sufferings; and

that loyalty, with a courage and enterprise, and under privations and toils, unsurpassed in human history, sought a refuge and a home in the wilderness of Canada, felled the forests of our country, and laid the foundation of its institutions, its freedom and prosperity."

Thus was it with our loyalist forefathers. There was no class of Settlers of the old British-American Colonies more decided and earnest than they were, in claiming the rights of British subjects; yet when, instead of maintaining the rights of British subjects, it was proposed to them to renounce the allegiance of British subjects and destroy the unity of the Empire, they emphatically answered

Governor Simcoe
(From "Lieutenant-Governors of Upper Canada" by D. B. Read, Q.C.)

"No," and were ever true to their loyalty, and adhered to the unity of the Empire at the sacrifice of property and home, and often of life itself. Of them might be said, what Milton says of Abdiel, amid the revolting hosts:

"Abdiel, faithful found;
Unshaken, unseduced, unterrified,
His loyalty he kept."

Thus, the question which naturally arises is easily answered: What first awakened the desire to establish Schools and promote education in this Province? In his Address, at the opening of King's College, (now the University of Toronto), in 1843, the Right Reverend Doctor Strachan, himself a prominent Educationist in Upper Canada, answers the question. He says:

"When the Independence of the United States of America was recognized by Great Britain in the peace of 1783, this Province became the asylum of those faithful subjects of the Crown, who had, during the Revolutionary War, adhered to their King and the 'Unity of the Empire.' And it is pleasing to remark, that in 1789—a little more than five years after their first settlement—they presented a Memorial to His Excellency Lord Dorchester, (Sir Guy Carleton,) then Governor-General of British North America, on the subject of education; in which, after lamenting the state of their children growing up without any instruction, religious or secular, they requested His Lordship to establish a respectable Seminary at Kingston, which was, at that early period, the principal town in this division of the Colony of Canada. To this representation Lord Dorchester paid immediate attention, and gave directions to the Surveyor-General to set apart eligible portions of land for the future support of Schools in all the new settlements."

It is gratifying to know that the United Empire Loyalists from New England, who settled Upper Canada in 1783-1788, were true to their early British Colonial convictions and instincts, as to the necessity of Schools for their children. They carried with them that English love for learning, for its own sake, which characterized the founders of Massachusetts. President Walker, of Harvard University, in his Inaugaural Address of 1853, said:

"What most distinguishes the early English settlers of Massachusetts, is the interest and care they took in education, and especially in the institution of a system of Common Schools, to be sustained at the public charge. Here they were first. In other things they thought wisely and acted nobly; but in this and perhaps in this alone, they were original."

As to the British origin and character of these New England Schools, General Eaton, for so many year the distinguished United States Commissioner of Education, at Washington, in his comprehensive Report of 1875, says:

"History with hardly a dissenting voice, accords to the English Colonists of New England, the credit of having developed those forms of action, in reference to the education of children, which contained more than any other the distinct features of the systems which have been adopted in this Country."

Owing to the fact that the Imperial Grant of Lands in 1797 for the Promotion of Education in Upper Canada was limited in its application to the District Grammar Schools and Educational Institutions of a higher character, no provision whatever was made in those days for the establishment, or promotion of elementary Schools.

To regulate the Grammar Schools, under the Imperial Grant of 1797, an Act was passed by the Legislature in 1809, but nothing was done in the matter of Elementary Schools for the scattered Settlers in the outlying Townships.

At length, owing to a combined effort on the part of the United Empire Loyalists, aided by the Reverend Doctor Strachan [true to his Scotch instincts in favour of Parish Schools] and the Reverend Robert Addison, of Niagara, an effort was made in 1815 to awaken an interest in the subject among Members of the House of Assembly.

In one of the Private Letter Books (1812 to 1834) of the late Bishop Strachan, which has been kindly lent to me, I find the following Document headed: "Report on Education," with the copy of a "Memorial" attached, signed by Doctor Strachan, and by the late Reverend Robert Addison, of Niagara, addressed in February, 1815, to Sir Gordon Drummond, President of Upper Canada.

A large portion of the Memorial seems to have been embodied in a Report, presented to the House of Assembly, on the 27th of February, 1816, by a Select

Committee of that House, and signed by Mr. James Durand, as Chairman. A good deal of the argument used in the Report, in favour of the education of the Youth of Canada, is reproduced by Doctor Strachan in his elaborate statement to Sir Peregrine Maitland, in March, 1826, in favour of a Provincial University. He also embodied a good deal of its substance in his notable "Appeal . . . in behalf of the University in Upper Canada," which he published in England in 1827, and which led to the issue of the Royal Charter for King's College in that year.

This report on Education in 1815 was in the form of a series of Resolutions, quite "United Empire Loyalist" in their character, and which were afterwards embodied in a Memorial to the Legislature as follows:

*To Lieutenant-General Drummond, commanding His Majesty's Forces in Upper Canada, and President, administering the Government of the Province.—*

The Memorial of the Reverend Robert Addison, Minister of the Church of England and Ireland, at Niagara, and of the Reverend Doctor Strachan, Minister of the Church of England and Ireland, at York, Upper Canada, humbly sheweth:

1. That your Memorialists have taken the state of Education in this Province into their consideration, and beg leave to remark:

2. That eight District Grammar Schools are the only establishments in the Province for the Education of youth.

3. That these Schools, though very useful, are insufficient for instructing the children of the whole population of the Province.

4. That there is no higher Seminary at which young men can receive a liberal education.

5. That, in order to promote the general instruction of the people, it appears expedient:—

(1) To establish a University, where the Arts and Sciences may be taught to the youth of all Religious Denominations.

(2) To continue and cherish the District Grammar Schools.

(3) To establish Common Schools in all the populous Townships throughout the Province.

6. That such a plan of general instruction will supersede the necessity of sending young men out of the Province to the United States to finish their education, which has been found both dangerous and inconvenient.

7. That those of our youth who have been sent to the United States commonly learn little beyond anarchy in politics, and infidelity in religion.

8. That very few parents can support the expense of sending their children for education in England.

9. That it is only by a well instructed population that we can expect to preserve our excellent Constitution, and our connection with the British Empire, or give that respectability to the Province, which arises from an intelligent Magistracy, and from having public situations filled with men of information.

10. That a Paper, hereto annexed, points out the way of gradually forming this general establishment of education, without any expense to the British nation.

11. That Your Honour's exertions, in bringing this plan of Education under the favourable consideration of His Majesty's Government can never be forgotten, while it continues in active operation, and will add another to the many powerful claims of Your Honour to the gratitude of the Province. And your Memorialists will ever pray,

JOHN STRACHAN.
ROBERT ADDISON.

York, 26th of February, 1815.

The result of this appeal to the Lieutenant-Governor, which he transmitted to the House of Assembly, was that several Members of the House took the matter up, and through their exertions an Act establishing Elementary Schools in the various settlements of the Province was passed in 1816. Among the more active and energetic Members of the House, who took up the subject of Education warmly, were Mr. Mahlon Burwell and Doctor Charles Duncombe, who acted, as was then the custom, entirely on their own responsibility and without reference to the Government.

This action on the part of the Reverend Doctor Strachan and the Reverend Robert Addison prompted Mr. Mahlon Burwell, a native of New Jersey, then an independent Member of the House of Assembly, to move (and in doing so he was successful), that the District Grammar School Act be so modified that part of the Imperial Grammar School Grant be applied to the establishment of Elementary Schools in the various settled Townships of the Province.

It was at this period of our Provincial History that the antagonism between the Legislative Council and the House of Assembly in matters of Education legislation first developed itself. This Council was chiefly composed of Members of the leading families in the Town of York, and, with the Members of the Executive Government, formed what was then known and designated as the "Family Compact." Between it and the popular Branch of the Legislature there was constant warfare on subjects involving the principle of popular rights, a conflict which ultimately led to the Rebellion of 1837.

The opposition to Mr. Burwell's Bill for the repeal of the District Grammar School Act, and its modifications in favour of Elementary Schools, partook largely of that character, as the Grammar Schools were almost exclusively frequented by the children of the more wealthy classes and of the Officials. The Bill, although passed by the House of Assembly, was rejected by the Legislative Council.

While the Legislative Council thus refused to assent to the repeal of the Grammar School Act of 1807, it sought, at the instance of the Honourable Richard Cartwright, to extend its operations, and thus to give it a wider scope. A Bill to this effect passed the Legislative Council in 1811, but the House of Assembly, in turn, refused its concurrence in the measure. The Legislative Council was equally decided in again refusing its assent to repeal the Grammar School Bill of the House of Assembly during the same Session. Thus the antagonism between the two Houses continued, and an educational deadlock occurred again between the two Houses in 1811.

The consequence of this state of things was that a desire to establish private Academies and Schools arose in several places. The Ernesttown (Bath) Academy was the first decided movement in that direction. The Midland District School Society was also formed in 1814-15.

The House of Assembly did not, however, relax its efforts to repeal the Act of 1807, nor did the Legislative Council cease to promote the passage of a more

expansive Grammar School Act, so as to meet the growing want of the community for more Schools. The result was that the deadlock was relaxed, and an understanding was gradually arrived at in both Houses to meet the demand for Elementary Schools. They finally agreed to do in 1816 (what should have been done years before), and that was to pass an Act designed to supply a want long felt in the establishment of Primary Schools throughout the Province.

After the passage of the first Common School Act of 1816, The Right Reverend Alexander Macdonell, Roman Catholic Bishop of Regiopolis (Kingston), addressed a series of Letters to Lord Bathurst, Colonial Secretary, on the subject of the establishment of Schools for Roman Catholics in Upper Canada. In response to his appeal, a grant was made in support of some Schools which had been established by the Bishop. For his valuable services to the Government in the War of 1812, for which he was in receipt of a pension, the request of the Bishop was favourably regarded.

Long prior to the period when "Responsible Government" became the rule in the management of the Colonies, the subject of education took its chance with other public questions in the House of Assembly. Now and then an independent Member, with a personal zeal for the cause, inspired by the local efforts of the United Empire Loyalist Settlers to establish Schools, would bring the matter up in the House of Assembly, and seek to influence its Members to promote the cause by some general measure on the subject. Apart from the active efforts of the Reverend Doctor Strachan to establish a University, no men exerted a larger, or more potent influence in the House of Assembly, in the matter of Education, than did Mahlon Burwell, M.P.P., and Doctor Charles Duncombe, also an M.P.P.

Popular Education, however, as that subject is understood at the present day, did not receive much attention in the early Provincial days of Upper Canada. It was looked upon and was advocated as desirable, but as subsidiary to a higher class of Schools for the education of the children of the more wealthy and of the Officials of the Province.

Thus, in 1796, the House of Assembly petitioned the King to make an imperial grant of lands, for the Promotion of District "Grammar Schools, and of a College, or University." The grant was made so far as Grammar Schools were concerned, but not for the "College, or University." It was provided, however, that, in due process of time, "Seminaries of a larger and more comprehensive nature" might be established. It was then that the Grammar Schools and Private Schools, which were established in various places, supplied the want of education which was generally felt.

Although the subject of the Grammar Schools and their management occupied the attention of the Legislature in 1804 and 1806, yet the Bills on the subject failed to pass. In 1807, however, a comprehensive District Grammar School Bill received the sanction of both Houses of the Legislature, in which provision was made for the management of these Schools by Seven Trustees for each School, to be appointed by the Government.

The subject of Elementary Education was very much discussed at the same time in the House of Assembly, and Resolutions were passed which declared that the "education of Youth was highly necessary in this Province," but no legislation took place on the subject, beyond the introduction of Bills by independent Members, who thus acted as auxiliary educationists, designed to promote the establishment of Common Schools, but which, however, failed to pass. Nothing further was done in the matter until 1814-15, when a Society was formed in the Midland District to promote the establishment of Elementary Schools, and money was subscribed

in England with a view to aid the Society to promote the "education of the Poor in Upper and Lower Canada." At length, in 1816, a Common School Bill was passed by the Legislature which provided that:—

The people were "to meet together" in any Town, Village, or Township, "to make arrangements for establishing Common Schools in such Town, Village, or Township," and that three fit and discreet persons, "chosen as Trustees," were to examine "into the moral character of any person willing to become a Teacher, and appoint him."

For the support of these Schools the Legislature, at the instance of the Government, made a Grant of £6,000 ($24,000) a year. The Government was also authorized to support a Board of Education for each District, to which the Common School Trustees were to report, and the District Board in turn were required to report to the Government, through the Provincial Secretary. It was in this way that the Provincial Secretary practically came to be in charge of the Common Schools of the Province until 1841, when an Assistant Superintendent of Education for each Province of Upper and Lower Canada was appointed by the Government.

Thus in 1816, nearly twenty years after the House of Assembly had petitioned the King for a Grant of Land, by the sale of which a Grammar School might be established in each District of the Province, a practical movement was made to supply the Settlers with Common Schools in the Townships, by which they might educate their children.

As, not at this time, or for many years afterwards, such a system as that of "Responsible Government," as it was designated, existed, each Member of the Legislature felt perfectly free to initiate such legislation on any subject as he desired. A few Members only availed themselves of this privilege, and in this way, by common consent, they became the recognized Leaders of those in the Legislature who were anxious to promote the cause of Education in the Province. Of these voluntary Leaders, the most noted were Mr. Mahlon Burwell and Doctor Charles Duncombe.

Mr. Mahlon Burwell represented the Counties of Oxford and Middlesex in 1813, 1817, 1820, and 1831, and the Town of London in 1836. He was born in the State of New Jersey, but came to Upper Canada in 1796, with his father, Mr. James Burwell. They settled first at Fort Erie, then at Long Point, and finally removed to the Talbot Settlement in 1810. Mahlon Burwell was a near neighbour, and for a long time right-hand man of the noted Colonel Talbot of Port Talbot. He was a Surveyor by profession, and, in 1810, surveyed the Townships of Malahide, Bayham, and part of the then Village of London.

Few men exerted themselves more, or to better purpose, in the cause of Education than did Mr. Burwell, during the time he was a Member of the old Upper Canada Legislature, in 1831-1838.

Amongst the many motions relating to Education which were moved by Mr. Burwell in the House of Assembly from time to time was the following important one, which was concurred in by the House in February, 1831:—

"That a standing Committee be appointed, on the subject of Education generally in this Province. . . . .

"That it be a principal duty and business of the Committee to enquire whether an appropriation of 50,000 acres of Land was not made, in virtue of a joint address of both Houses of the Provincial Parliament, adopted at their Session of 1797, and whether the same is not subject to the control of the Legislature of this Province; to enquire if anything, and what, has been done with the Lands, or any part of them.

"That the said Committee do enquire in what way the several Grammar Schools of the Province can best be endowed with portions of the said Lands, so as to render them more efficient and fitting for the improvement of the rising generation than they are at present."

Such were the comprehensive terms of a Motion which gave to the subject of Education a status in the House of Assembly at the time, by making a Committee on the subject a Standing Committee of the House, and clothing it with important powers.

In 1832, and again in 1833 Mr. Burwell introduced a Bill "for the establishment and support of Common Schools throughout the Province." They were printed but not proceeded with, his object clearly being to keep the subject before the House and to promote discussion on it. In this he succeeded, as many Members of the House of Assembly were fully alive to the importance of the question.

After repealing existing School Acts, the Bill proposed the establishment of a Fund, to be called, "The Common School Fund," to consist of such sum, or sums, of money, as may annually be appropriated by the Legislature, out of the Provincial Revenues, and the moneys arising from the sale, or leasing, of Common School Lands; also, of an amount equal to the Legislative appropriations: "to be raised by Assessment by order of the Quarter Sessions in their respective Districts on the rateable property, in the same manner as other assessments are now raised, levied, and collected."

A review and criticism of Mr. Burwell's Common School Bill of 1833, by the Reverend Egerton Ryerson is given in the *Christian Guardian* of the 15th of January, 1834. Coming from such a source, this review and criticism are of special interest and value, as the Writer was, years afterwards, the framer of several of such School Bills himself. The review is as follows:—

Colonel Burwell's School Bill of 1833,—This Bill is designed "for the regulation of Common Schools in this Province." It is, unquestionable, the result of much study and labour; and it evidently contemplates the extension of education to the poorer, as well as to the richer classes, under Regulations adapted to their circumstances. Its principal provisions are: 1. The establishment of a Common School Fund. 2. The appointment of a General Board of Education and also, District Boards of Education, with their respective powers and duties. 3. It provides for the election of Township School Commissioners, and Local School Trustees, and fixes their duties. 4. It lays down the principles and regulations for the distribution of moneys. The Bill contains 24 clauses, but the above are the leading features of it.

Doctor Charles Duncombe was another of the active educational Members of the House of Assembly and he promoted discussions of Education in the House.

From his first entry into the Legislature, Doctor Charles Duncombe, as M.P.P., for the County of Norfolk, took up warmly the cause of popular Education. In this he was actively supported by two other medical men—Doctor Thomas D. Morrison and Doctor Thomas Bruce, who were also Members of the House of Assembly at that time.

Doctor Charles Duncombe's first motion in the House of Assembly, (on the 13th December, 1831), was for an address to the Lieutenant-Governor, urging the setting apart of a sufficient quantity of the Public Lands of the Province to form a permanent fund for the support and maintenance of Common Schools. His motion, was, however, defeated.

The motion contained the following reason for its adoption:—

"If provision were made for the liberal and punctual payment of Common School Teachers . . the teaching of Common Schools would soon become a regular and respectable calling, gentlemanly, well-educated persons would not be ashamed to take charge of youth, the Schools would be no longer vacant, nor the scholars ignorant. Upper Canada would then form a national character that would command respect abroad and ensure peace, prosperity and happiness at home, perpetuate attachment to British principles and British Institutions, and enable posterity to value, as they ought, the inestimable blessings of our glorious Constitution."

Doctor Charles Duncombe, with a prescience of the future and of the necessities of the case (which were not then recognized, nor for many years afterwards), strongly urged, as did other Members of the House of Assembly, that at least one million acres of the "waste lands" of the Province should be set apart for the support of Common Schools.

It is gratifying to know that, although defeated at the time, Doctor Duncombe's efforts bore fruit nearly twenty years afterwards,—in 1850— when the Honourable William Hamilton Merritt, then President of the Executive Council, introduced and had a Bill passed by the Legislature setting apart 1,000,000 acres of the Crown Lands for the permanent endowment of Public Schools in United Canada.

The Motion of 1831, was negatived. Doctor Duncombe was, however, determined not to be beaten. Mr. David Burn and other friends of his in the County of Oxford, got up a petition to the Legislature on the subjects, and, on the 21st December, a week after his motion was defeated, Doctor Duncombe had this Petition referred to a Select Committee for report thereon.

On the 26th December, 1831, an elaborate Report on the Petition was brought in by Doctor Duncombe himself, as Chairman of the Committee. In that Report the whole subject was gone into fully, and a scheme elaborated by which the 1,000,000 acres of Land were proposed to be hypothecated in advance, so that by the issue of Debentures for $500,000, redeemable in ten, fifteen and twenty years, a sufficient sum would be at once realized on the prospective value of these lands to form a permanent fund for the support of Common Schools.

This Report (as did the rejected motion), placed on record a few facts and principles which are interesting in the light of to-day. The Report stated that:—

"The Common Schools of this Province are generally in so deplorable a state that they scarcely deserve the name of Schools."

It recommended that the Common School Law of the Province be so amended that hereafter the School Grant be paid only to "Organized Schools, taught by a person who had a Certificate from the District Board of Education, or School Inspector, of his, or her, ability to teach a Common School."

It also urged that the Common School Fund should be large enough, with the local contributions, to provide an ample stipend for Teachers, "so that Common School Teaching, instead of being a mere matter of convenience to transient persons, or common idlers, would become a regular, respectable business in the hands of gentlemanly, well-educated persons. For surely the foundation of the minds of our children (on which must depend the happiness or misery we are to enjoy with them), and their own success in life, is a business worthy to be respectable, worthy of the patronage of man in the highest walks of life."

For the remaining four years during which Doctor Duncombe was a Member of the Legislature, his efforts to promote the cause of Education were unceasing. With the exception of Mr. Burwell (also a Member), who devoted himself almost

entirely to the interests of Education in the House, none excelled Doctor Duncombe in his zeal for the cause of Public Education. His efforts were chiefly directed to awaken an interest among his fellow Members, in the subject generally, and especially on behalf of the Education of the Deaf and Dumb, of those in Asylums for the Insane, and in Prison for Discipline and similar matters. At length his efforts, in the Session of 1835, culminated in the appointment, by Resolution of the House of Assembly, of Doctors Charles Duncombe, Thomas D. Morrison and William Bruce, Commissioners, to inquire, amongst other things, into "the system and management of Schools and Colleges" in the United States and elsewhere. Two of these Commissioners deputed their Colleague, Doctor Duncombe, to "go on a journey to the United States, or elsewhere, to obtain such information as is desired by a Resolution" of the House of Assembly in that behalf.

Late in 1835, Doctor Duncombe went on his mission of enquiry to the United States, and visited Literary Institutions in the Western, Middle, Eastern and some of the Southern States of the Union. He also obtained detailed information as to education in England, France and Prussia, and embodied the result in an elaborate Report of nearly sixty pages and an appendix of one hundred and sixty pages. To this Report he annexed the Draft of a School Bill, extending to twenty-two pages, with a variety of Forms and Instructions appended. The Report is minute and exhaustive in its treatment of the subject in hand. It is also, in the light of to-day, both interesting and instructive. It presents a vivid picture, of the condition of education in the United States and in Europe. Its discussions of special subjects—such as Female Education, Classical Studies, the management of Colleges and Universities, etcetera, are fair and enlightened, and on the whole intelligent and practical in their character.

It is clear that the Legislative Council of the day, as was usual on all School Questions, did not sympathize with Doctor Duncombe in his zeal for popular Education. The Bill which he had so carefully prepared, although adopted by the House of Assembly by a vote of 25 to 10, failed to receive the sanction of the Legislative Council. His proposition to increase the Common School Grant from $22,600 to $80,000 per annum was considered too great a step in advance and was not, therefore pressed to a vote in the House of Assembly. He, however, got two influential Committees appointed to deal with the questions of Public Education and School Lands. These Committees were subsequently united and enlarged. They did good service and kept public interest awakened as to the value of the important subjects intrusted to them.

The Report speaks of events and educational facts of nearly eighty years ago. They are, practically, of special interest to us of to-day, since they form the background, so to speak, of our own educational history and progress. I shall make a few extracts from Doctor Duncombe's interesting Report. He says:—

"The first principles of the system recommended in this Report with regard to Common Schools, Schools for the Education of the poorer classes, and for the education of Teachers (or for Normal Schools), made their appearance almost simultaneously in Great Britain and on the Continent of Europe, as appears by the voluminous Reports of Lord Brougham, and by Mr. Dick's very able Report upon the Common Schools of Scotland, and by M. Cousin's Report on the Schools of Prussia and Germany, and Bulwer's observations upon education as a prevention of crime in France. The glimmering of these beacon lights was soon seen across the ocean, and lighted up a similar flame in the United States. Commissioner after Commissioner was sent to Scotland and to England by the authority of their State

Legislatures to light their lamps at the fountain of science, so that the whole Continent of America might be ignited by the flame."

Doctor Duncombe's observations in regard to the state of Education in the United States are interesting, as by contrast they illustrate the remarkable progress made in that country during the last half century in the matter of Public Education. He says:—

"In the United States, where they devote much time and money to the promotion of literature, they are equally destitute of a system of national education, with ourselves; and although, by their greater exertion to import the improvements made in Great Britain and on the Continent, and their numerous attempts at systematizing these modern modes of Education . . they have placed themselves in advance of us in their Common School System. Yet, after all their Schools seemed to be good Schools or bad, on imperfect systems; they seem groping in the dark, no instruction in the past to guide the future, no beacon light, no council of wise men to guide them, more than we have, upon the subject of Common Schools. Our Schools want in character, they want permanency in their character and in their support. It should be so provided that all the inhabitants should contribute something towards the continuance of the School Fund, and that all those who are benefited directly by it should pay, in proportion to such benefit, a small sum, but quite enough to interest them in the prudent expenditure of their share of the School moneys."

The objection to a liberal education being too freely provided for the benefit of the learned professions seems to have been urged even in these days. Doctor Duncombe answers it in the following language:—

"It has been supposed that there are too many in the learned professions already, and that, therfore, there are too many who obtain a liberal education. But this opinion is founded upon two errors; One is, that every liberally educated man, must be above manual labour, and must, therefore enter one of the learned professions; and the other is, that all who do enter these professions, do it, and have a right to do it, from personal and family interests, and not for the public good, whereas a liberal education ought not to unfit a man, whether in his physical constitution, or his feelings, for active business in any honest employment; and neither ought men who enter any of the learned professions to excuse themselves from labour and privation for the good of the world. There is a great and pernicious error on this subject."

The question of Free Education is thus discussed by Doctor Duncombe:—

"Nothing is more important in the formation of an enterprising character than to let the youth early learn his own powers; and in order to this, he must be put upon his own resources, and must understand, if he is ever (to be) anything, he must make himself, and that he has within himself all the means for his own advancement. It is not desirable, therefore, that Institutions should be so richly endowed as to furnish the means of education free of expense to those who are of an age to help themselves; nor is it desirable that any man, or any society of men, should furnish an entirely gratuitous education to the youth of the Province. All the necessary advantages for educating himself, ought to be put within the reach of the young man, and if with these advantages, he cannot do much towards it he is not worthy of an education."

After discussing several other topics in his Report, Doctor Duncombe made a striking forecast of the educational future of Upper Canada. He said:—"Was there ever a more auspicious period than the present for literary reform? If I rightly understand the signs of the times, we stand upon the threshold of a new

dispensation in the science of Education, and especially in the History of Common Schools, Colleges and Universities in this Province. The flattering prospects of our being permitted legally to dispose of the School Lands of this Province, so long dormant—the sale and appropriation of the Clergy Reserves for the purposes of Education, and, above all, by our having control of the other natural resources of the Province, we shall be enabled to provide respectably and permanently for the support of Literary Institutions in every part of the Province, while by remodelling the Charter of King's College, so as to adapt that Institution to the present state of the science of Education, and the wishes and wants of the people of the Province, we shall accomplish much that we desire. With such charming prospects before us, with what alacrity and delight can we approach the subject of Education to make liberal, permanent and efficient provision for all the youth of Upper Canada, and thus to cause "the Blind to see, the Deaf to hear and the Dumb to speak," and, above all, to make certain and extensive provision for the support of Schools for instructing Teachers and Tutoresses."

During the next Session of the Legislature, in the winter of 1836, Mr. Burwell, sought to give effect to Doctor Duncombe's liberal Resolution of the preceding Session, to provide, out of the Public Revenue, a grant of $80,000 a year for support of the Common Schools. He proposed two Resolutions: one was to the effect that $40,000 a year be granted out of the Public Revenue for the support of these Schools; the other was as follows:—

"That the sum of ten thousand pounds, ($40,000), be raised annually by assessment, by order of the Quarter Sessions in the several Districts on the rateable property of the inhabitants, in aid of the Provincial Grant for the Common School Fund, in the same manner as other assessments are now made."

When the matter came before the House of Assembly in February, 1837, the Committee of supply reported a Grant of only $22,400 for the year. The assessment proposition was not adopted, as the question of local taxation for School purposes although often before the House had not yet been practically entertained by the Legislature.

In the next year, however, another effort was made to provide somewhat liberally for the Common Schools. But as the Bill, as passed by the House of Assembly, embodied in it the principle of local taxation for Schools for the first time, it was, as usual not concurred in by the Legislative Council.

On the suppression of the Rebellion of 1837-38, public men of all shades of opinion were convinced that an entire change in the system of Government and Administration was not only desirable but inevitable. A motion, in consequence of this feeling was moved in the House of Assembly in May, 1839, requesting the Lieutenant-Governor (Sir George Arthur) to appoint a Commission to inquire into the state of each Department of the Government. The Commission, so appointed, nominated a Committee to inquire into the state of Education in the Province, and to suggest a "Plan for the diffusion of Education in Upper Canada."

In this way, and in this year was thus practically ended the era of educational movements in the House of Assembly by such independent Members as Messieurs Burwell and Duncombe. The agitation and provincial disquiet, caused by the Rebellion of 1837, led to the adoption of a popularized system of government. known as that of "Responsible Government."

While, as a rule, Members of the Legislative Council were not friendly to the application of any part of the Imperial Grant of Lands of 1797 to Elementary Education, yet there were notable exceptions, chiefly in the case of the Reverend Doctor Strachan and the Honourable William Morris, who was the promoter of

Queen's University, Kingston, as was Doctor Strachan in the case of King's College.

I have during the past year prepared three Volumes of over three hundred pages each, relating to the Schools, Collegiate Institutes, Colleges and Universities of Ontario, arranging their contents in the following order:—

Part I. Schools and Collegiate Institutes in Cities.
Part II. Schools and Collegiate Institutes in Towns and Villages.
Part III. Schools in New and Remote Settlements.
Part IV. Schools in the Early Settlements of the Ottawa Valley.
Part V. Schools in the Municipal Districts.
Part VI. Schools in the Counties.
Part VII. Schools in Various Townships.
Part VIII. Roman Catholic Separate Schools.
Part IX. Schools Among the Indians.
Part X. Classical Colleges and Preparatory Schools.
Part XI. Ladies' Colleges and Preparatory Schools.
Part XII. The Colleges and Universities of Ontario.
Part XIII. Facilities for Professional Education—Legal, Medical and Military.
Part XIV. The Education and Training of Public School Teachers and Directors of Kindergartens.
Part XV. Miscellaneous Educational Institutions, comprising those of Agriculture, Art, Music, Telegraphy, Business and Technical Training, etcetera.

This third Volume is illustrated by sixty-three engravings and adds greatly to the interest of the volume.

I have commenced a Fourth Volume containing Historical and other Papers and Documents, illustrative to the Educational System of Ontario.

Very truly and sincerely yours,

J. GEORGE HODGINS,

Toronto, 29th December, 1910. Historiographer.

## APPENDIX S—REPORT OF THE INSPECTORS OF CONTINUATION SCHOOLS

*To the Honourable* R. A. Pyne, M.D., LL.D.,

*Minister of Education of the Province of Ontario.*

Department of Education, Toronto, Ontario.

Honourable Sir,—I have the honour to submit herewith my report on the Continuation Schools of the Province of Ontario for the year ending December 31st, 1910.

I have the honour to be,

Sir,

Your obedient servant,

R. H. COWLEY.

Toronto, Dec. 31st, 1910.

### New Schools.

There has been a marked growth in the Continuation Schools of the Province in the past year. New schools have been opened at Arkona, Ayr, Cardinal, Drumbo, Dundalk, Feversham, Markdale, Orono, Webbwood, Westmeath and Wroxeter.

### Districts Formed by County Councils.

The schools conducted by the Public and Separate School Boards of Amherstburg have been superseded by a District Continuation School, constituted by by-law of the County Council of Essex. Continuation School Districts, with centres at Bolton, Chesterville, Dundalk, Flesherton, Markdale, Morewood, Thorndale and Winchester have been similarly established in the counties of Dundas, Grey, Middlesex and Peel.

In some cases ratepayers have manifested temporary dissatisfaction at being included in these districts. But where the district is reasonably large the additional tax is so small as to be an almost negligible factor, particularly when set over against the advantages of a Continuation School. In fact many farmers regard such a school as a local asset enhancing the market value of every farm in the school district, educational opportunities being so often the determining factor in the sale of a farm.

### Union Continuation Schools.

Union Continuation Schools are now in successful operation at Ayr in the County of Waterloo, and at Richard's Landing on St. Joseph's Island. These schools are conducted under agreement of several Public School Boards. Each Board entering into the agreement appoints one of its members to a Committee of Management, which assumes all duties in connection with the establishing and maintenance of the Union Continuation School, under the implicit provisions of

the Continuation Schools Act. The amount required for maintenance, over and above the statutory revenues from grants and fees paid by pupils, is raised by levy on the sections according to conditions specified in the agreement.

### Increased Staffs.

Twenty schools have increased their staffs to two teachers, viz.: Blind River, Bolton, Bridgeburg, Bruce Mines, Chesterville, Claremont, Coldwater, Dundalk, Ennismore, Flesherton, Grand Valley, Lanark, Markdale, Melbourne, Millbrook, North Augusta, Port Burwell, Thessalon, Thornbury and Tweed.

While in the past five years the number of schools has increased by 52 per cent. the increase in the number of teachers has been 83 per cent. Fortunately this has gradually reduced the average number of pupils per teacher, in the same time, from 34 to 27. In the high schools the average roll is still about 37 pupils and in the Collegiate Institutes about 40 pupils per teacher. This difference in favour of the Continuation Schools suggests one of the main reasons why they have been able to do comparatively thorough work.

### Increased Equipment and Salaries.

The School Boards have displayed their usual liberality in improvement of equipment, the total value of which has grown from $49,250 to $57,706 in the past year. The average value of equipment per school is now well over $400.

Salaries have also been improved materially. The average for the year was, for principals, $892, and for assistants, $637. To obtain and retain good teachers a considerable number of schools must further increase salaries.

### Growing Sphere of Influence

There were 138 Continuation Schools open during the year. The total enrolment in these schools was 5,917 pupils. The proportion of boys in attendance is steadily increasing and now represents 43 per cent. of the total. The persistence of the attendance is a very encouraging feature, the large majority of the pupils remaining to take the full course to the end of the middle school, as is shown by the proportion of pupils found in the third forms of the schools.

While most of the schools are conducted by the Public School Boards of villages, in many cases unincorporated, the attendance from the farms is an important factor, hundreds of pupils walking miles to obtain the benefits of better education. The attendance of last year was drawn from no less than 1,006 different school sections.

This means, on the average, that whenever a Board of Trustees establishes a Continuation School it affords higher education, not alone to the pupils of its own section, but to those of six other surrounding sections as well.

A number of the County Inspectors, foremost in realizing the benefit to the Public Schools, have contributed materially to the extension of the Continuation Schools. Some of the most prosperous Continuation Schools in the Province owe their existence and their present vitality very largely to the foresight, influence and watchfulness of the local Inspectors.

Some of the inspectorates are favourably situated with respect to High Schools and have little need for Continuation Schools. In others, through the energy of

the local Inspector, Continuation Schools and fifth forms are steadily on the increase. But it is to be feared that there are still other inspectorates sunk deep in the night of Cimmerian darkness, though it is now easily within the financial reach of a fairly strong school section—especially a rural section—to establish and maintain a Continuation School. It is pathetic, in the light of such opportunities, that any prosperous township in the older parts of Ontario should long remain without at least one small secondary school.

### Present and Future Aims.

The Continuation Schools prepare candidates for Normal School Entrance and Matriculation Examinations with substantially the same success as the high schools, but the statistics show that this has not been the main object of these schools. In fact there is lately manifest a tendency among pupils to become apathetic toward attendance at Normal Schools. It is freely asserted, locally, that the main reason for this is the system of testing candidates for Normal School Entrance. The transposition of the examinations on the subjects of the Lower and Middle Schools is apparently meeting with disapproval. Having regard to the ultimate supply of suitable teachers for the rural schools it seems desirable that every facility, consistent with thoroughness, be placed in the way of encouraging the pupils of Continuation Schools to enter Normal Schools. As the academic course for preparation of the teacher must always coincide with a good general educational course, the Continuation Schools would stand in no peril of professionalization were entrance to Normal School to become a main object of pupils in attendance. The statistics for 1910 are not materially different from those of 1909, but they afford material for reflection from the standpoint of supply of teachers for public schools.

Of 1,923 pupils in the third forms of the Continuation Schools only 589 wrote on the July examination for entrance to Normal Schools. Further, of the 228 who were successful at this examination, only 76 went up to the Normal Schools, and of these latter, 58 were admitted. In other words, three per cent. of the pupils in the third forms entered the Normal Schools. The statistics for entrance to Universities, while showing an increase, are also relatively small. Apparently there were quite a thousand pupils who left the schools to enter occupations other than teaching and other professions.

The aim of the majority is apparently to obtain a better general education. In how far is such an education being provided? And what, in general, remains to be done? The five main aspects of the present course are English, Science, Mathematics, Art and Languages, with some opportunity for a Commercial Course, so called, and an Agricultural Course.

(1) A primary need, in respect to a syllabus, is the elimination of all details that matter little for culture or utility. Thorough investigation is likely to reveal the possibility of a relieving reduction in this direction. But some cherished and long-privileged assumptions of college and school may have to be set firmly aside as a condition of progress.

(2) A second need is to determine by careful investigation what are the standard lines of life-work in the urban and rural parts of the Province, and also what new lines of life-work are likely to come into definition through the development of our resources.

(3) Following this appears the need to determine what practical courses pre-

paratory to this life-work can be taken up in the schools, by adapting and adding to the present courses, without sacrificing the paramount ends of culture. Among the practical courses there will be a variable part of the syllabus in order to meet diverse local needs.

(4) As the academic preparation of teachers must receive recognition in any self-perpetuating system of public instruction in a young country, the reconstructed courses for Continuation Schools must include, as at present, at least in many of the schools, courses for the academic examinations for entrance into the Normal Schools and the Universities.

(5) Fundamental to all other adjustments to the ends in view is the provision of Courses in the Faculties of Education to adequately prepare teachers for the required courses.

### Extracts from Statistics.

The following comparative table will indicate the chief statistical features in the growth of the Continuation Schools during the past five years:

| | 1906 | 1907 | 1908 | 1909 | 1910 |
|---|---|---|---|---|---|
| Continuation Schools | 91 | 107 | 120 | 128 | 138 |
| Three-teacher Schools | 2 | 2 | 2 | 6 | 6 |
| Two-teacher Schools | 24 | 29 | 38 | 45 | 65 |
| One-teacher Schools | 65 | 76 | 80 | 77 | 67 |
| Pupils in attendance | 3,993 | 4,744 | 5,317 | 5,866 | 5,917 |
| Boys | 1,660 | 1,963 | 2,243 | 2,494 | 2,543 |
| Girls | 2,333 | 2,781 | 3,074 | 3,372 | 3,374 |
| Resident pupils | 2,627 | 3,148 | 3,462 | 3,841 | 3,865 |
| Non-resident | 1,366 | 1,596 | 1,885 | 2,025 | 2,062 |
| School sections represented | 660 | 760 | 890 | 920 | 1,006 |
| Pupils in Lower School, I | 1,614 | 1,825 | 2,106 | 2,254 | 2,244 |
| " " II. | 1,143 | 1,360 | 1,510 | 1,701 | 1,740 |
| " Middle School, III | 1,214 | 1,538 | 1,677 | 1,884 | 1,923 |
| " Upper School, IV | 22 | 21 | 24 | 27 | 10 |
| Candidates for Normal Entrance | 396 | 472 | 564 | 609 | 589 |
| Number successful | 193 | 202 | 271 | 206 | 228 |
| Number obtaining honours | 52 | 46 | 76 | 44 | 49 |
| Candidates, University Matriculation | 138 | 175 | 198 | 269 | 267 |
| Number successful | 88 | 106 | 109 | 129 | 149 |
| Total value of equipment | $17,203 | $26,345 | $39,275 | $49,250 | $57,706 |
| " Libraries | $2,589 | $6,063 | $14,488 | $19,201 | $22,197 |
| " apparatus | $11,884 | $16,369 | $19,645 | $23,205 | $27,534 |
| " maps, charts, etc | $2,492 | $3,098 | $3,052 | $3,801 | $4,526 |
| " art models, etc | $238 | $815 | $2,090 | $3,043 | $3,449 |
| Number of teachers | 117 | 140 | 162 | 185 | 215 |
| Number of pupils per teacher | 34 | 33 | 32 | 31 | 27 |
| Average salary of principals | $662 | $719 | $758 | $828 | $892 |
| Average salary of assistants | $467 | $529 | $556 | $592 | $637 |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Name of School. | Schools under Continuation School Board. | Names and Degrees of Teachers giving whole of time to Continuation Schools. |
|---|---|---|---|
| 1 Acton | Acton | | W. H. Stewart |
| | | | R. Rowina Humphries |
| 2 Alliston | Alliston | | Hugh Davidson, B.A. |
| | | | M. F. Winifred Bell |
| | | | Nellie F. Allan |
| 3 Alvinston | Alvinston | | J. D. Williamson |
| | | | Winifred Morris |
| 4 Amherstburg | Amherstburg | 1 | B. Percy Overholt |
| | | | Annie M. Mosey |
| 5 Arkona | Arkona | | Edith Patterson |
| 6 Ashton | 7 Goulburn | | Ada E. Graham, B.A. |
| 7 Avonmore | 14 Roxborough | | Mary H. Rutherford |
| | | | Eunice Armstrong |
| 8 Ayr | Ayr | *1 | Fred. Schooley |
| 9 Bath | Bath | | C. G. Dunlop |
| 10 Beaverton | Beaverton | | Walter J. Osborne |
| | | | Miss L. M. Harris |
| 11 Beeton | Beeton | | A. T. Batstone |
| | | | Christina Morton |
| 12 Belmont | 11 S. Dorchester | | David H. McGill |
| 13 Blenheim | Blenheim | | Wm. O'Connor, M.A., M.D. |
| | | | Sadie Robinson |
| 14 Blind River | Blind River | | C. S. Carter |
| | | | May Cryderman |
| 15 Blyth | Blyth | | Jas. H. Joynt |
| 16 Bobcaygeon | Bobcaygeon | | J. M. Simpson |
| 17 Bolton | Bolton | 1 | W. T. Baker |
| | | | May Mitchell |
| 18 Bothwell | Bothwell | | A. E. Mark |
| | | | Ida M. Carpenter, B.A. |
| 19†Bowesville | 5 Gloucester | | T. M. Creighton |
| 20 Bracebridge | Bracebridge | | Samuel Shannon, B.A. |
| | | | O. Hope Dufton |
| | | | Ethelberta Hodgins |
| 21 Bridgeburg | Bridgeburg | | Samuel Russell |
| | | | Ella Stephens |
| 22 Bruce Mines | Bruce Mines | | M. Ferguson |
| | | | Marguerite Phelan |
| 23 Brussels | Brussels | | J. H. Cameron |
| | | | Viola Davidson |
| 24 Burk's Falls | Burk's Falls | | Jean Burchill |
| | | | Mary L. Fox |
| 25 Burlington | Burlington | | Daniel E. Smith, B.A. |
| | | | Violet E. Mossip |
| 26 Cannington | Cannington | | Ethel Good |
| 27 Cardinal | Cardinal | | Bessie Clothier |

NOTE.—This table includes the statistics of Fifth Classes, in which

* Union of Sections by agreement of Boards of Trustees.

SCHOOLS.

ending 31st December, 1910.

| Teachers. | | | | Attendance and Classification of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Number giving whole time. | | Professional certificate. | Annual rate of salary. | Total number of pupils enrolled, 1910. | Number of boys. | Number of girls. | Number of pupils from section. | Number from other sections. | Number of other sections represented. |
| | | | $ | | | | | | |
| 1 | 2 | I | 850 | 55 | 23 | 32 | 38 | 17 | 4 |
| ..... | | I | 600 | | | | | | |
| 2 | 3 | H. S. Prin. | 1,400 | 126 | 65 | 61 | 62 | 64 | 25 |
| ..... | | H. S. Asst. | 700 | | | | | | |
| ..... | | I | 600 | | | | | | |
| 3 | 2 | I | 1,200 | 72 | 38 | 34 | 32 | 40 | 15 |
| ..... | | I | 600 | | | | | | |
| 4 | 2 | I | 1,000 | 47 | 18 | 29 | 38 | 9 | 5 |
| ..... | | I | 750 | | | | | | |
| 5 | 1 | I | 650 | 28 | 11 | 17 | 13 | 15 | 5 |
| 6 | 1 | I | 675 | 17 | 9 | 8 | 9 | 8 | 2 |
| 7 | 2 | H. S. Asst. | 700 | 34 | 21 | 13 | 18 | 16 | 9 |
| ..... | | I | 562 | | | | | | |
| 8 | 1 | I | 950 | 24 | 5 | 19 | 15 | 9 | 3 |
| 9 | 1 | I | 900 | 28 | 7 | 21 | 21 | 7 | 4 |
| 10 | 2 | I | 1,000 | 78 | 40 | 38 | 45 | 33 | 10 |
| ..... | | I | 600 | | | | | | |
| 11 | 2 | I | 950 | 59 | 28 | 31 | 27 | 32 | 10 |
| ..... | | I | 550 | | | | | | |
| 12 | 1 | I | 1,100 | 54 | 22 | 32 | 20 | 34 | 9 |
| 13 | 2 | H. S. Prin. | 1,200 | 76 | 38 | 38 | 61 | 15 | 5 |
| ..... | | I | 650 | | | | | | |
| 14 | 2 | I | 1,100 | 31 | 14 | 17 | 29 | 2 | 2 |
| ..... | | I | 600 | | | | | | |
| 15 | 1 | I | 1,000 | 46 | 22 | 24 | 13 | 33 | 10 |
| 16 | 1 | II | 700 | 16 | 3 | 13 | 13 | 3 | 3 |
| 17 | 2 | H. S. Asst. | 1,050 | 32 | 13 | 19 | 27 | 5 | 3 |
| ..... | | I | 550 | | | | | | |
| 18 | 2 | I | 1,000 | 65 | 28 | 37 | 57 | 8 | 5 |
| ..... | | I | 600 | | | | | | |
| 19 | 1 | I | 650 | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | 3 | I | 1,400 | 85 | 27 | 58 | 59 | 26 | 24 |
| ..... | | I | 625 | | | | | | |
| ..... | | I | 550 | | | | | | |
| 21 | 2 | I | 1,100 | 39 | 12 | 27 | 35 | 4 | 2 |
| ..... | | I | 650 | | | | | | |
| 22 | 2 | I | 900 | 34 | 13 | 21 | 29 | 5 | 2 |
| ..... | | I | 750 | | | | | | |
| 23 | 2 | I | 1,200 | 88 | 40 | 48 | 44 | 44 | 14 |
| ..... | | I | 700 | | | | | | |
| 24 | 2 | I | 850 | 43 | 23 | 20 | 34 | 9 | 5 |
| ..... | | I | 650 | | | | | | |
| 25 | 2 | H. S. Prin. | 1,000 | 95 | 41 | 54 | 74 | 21 | 4 |
| ..... | | I | 550 | | | | | | |
| 26 | 1 | I | 600 | 64 | 34 | 30 | 32 | 32 | 14 |
| 27 | 1 | I | 750 | 19 | 10 | 9 | 16 | 3 | 3 |

one teacher devoted all his time to Continuation School work.

† Closed in June, 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Attendance and Classification of Pupils.—Con. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of pupils in Form I (Lower School). | Number in Form II (Lower School). | Number in Form III (Middle School). | Number in Form IV (Upper School). | Number of pupils enrolled 1st half year. | Number enrolled 2nd half year. | Average age of latter, Sept. 1st, 1910, Form I. | | Average age of latter, Sept. 1st, 1910, Form II. | | Average age of latter, Sept. 1st, 1910, Form III. | | Average age of latter, Sept. 1st, 1910, Form IV. | | Number of pupils taking agriculture or school gardening. |
| | | | | | | | y. | m. | y. | m. | y. | m. | y. | m. | |
| 1 Acton | 19 | 15 | 21 | ..... | 42 | 38 | 14 | ... | 14 | 9 | 16 | ... | ... | .. | ..... |
| 2 Alliston | 38 | 39 | 49 | ..... | 107 | 76 | 15 | ... | 15 | ... | 18 | ... | ... | ... | ..... |
| 3 Alvinston | 30 | 18 | 24 | ..... | 57 | 55 | 14 | ... | 14 | 6 | 16 | 3 | ... | ... | ..... |
| 4 Amherstburg | 23 | 12 | 12 | ..... | 26 | 39 | 14 | 1 | 15 | 5 | 16 | 11 | ... | ... | ..... |
| 5 Arkona | 17 | 11 | ..... | ..... | 23 | 16 | 14 | ... | 15 | ... | ... | ... | ... | ... | ..... |
| 6 Ashton | 6 | 4 | 7 | ..... | 10 | 15 | 15 | 3 | 15 | 9 | 18 | 2 | ... | ... | ..... |
| 7 Avonmore | 10 | 13 | 11 | ..... | 29 | 28 | 14 | 4 | 14 | 8 | 15 | 6 | ... | ... | ..... |
| 8 Ayr | 10 | 10 | 4 | ..... | ..... | 24 | 14 | ... | 14 | 5 | 15 | 6 | ... | ... | ..... |
| 9 Bath | 8 | 8 | 12 | ..... | 28 | 28 | 13 | 7 | 14 | 10 | 16 | 6 | 15 | 4 | ..... |
| 10 Beaverton | 36 | 18 | 24 | ..... | 49 | 62 | 14 | ... | 16 | 1 | 16 | 6 | ... | ... | ..... |
| 11 Beeton | 21 | 16 | 22 | ..... | 46 | 44 | 13 | 8 | 14 | 8 | 16 | 7 | ... | ... | ..... |
| 12 Belmont | 9 | 25 | 20 | ..... | 47 | 39 | 14 | ... | 14 | 5 | 16 | 8 | ... | ... | ..... |
| 13 Blenheim | 22 | 21 | 33 | ..... | 59 | 50 | 13 | 2 | 14 | 7 | 16 | 9 | ... | ... | ..... |
| 14 Blind River | 12 | 8 | 11 | ..... | 23 | 21 | 13 | 11 | 14 | 10 | 16 | 9 | ... | ... | ..... |
| 15 Blyth | 20 | 8 | 18 | ..... | 36 | 29 | 14 | 1 | 13 | 8 | 16 | 3 | ... | ... | ..... |
| 16 Bobcaygeon | 2 | 9 | 5 | ..... | 16 | .... | 14 | 7 | 17 | ... | 16 | 10 | ... | ... | ..... |
| 17 Bolton | 13 | 6 | 13 | ..... | 20 | 25 | 14 | 1 | 14 | 8 | 16 | 11 | ... | ... | ..... |
| 18 Bothwell | 21 | 21 | 23 | ..... | 37 | 28 | 13 | 3 | 14 | 2 | 15 | 7 | ... | ... | ..... |
| 19*Bowesville | ..... | ..... | ..... | ..... | ..... | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ..... |
| 20 Bracebridge | 46 | 21 | 14 | 4 | 69 | 60 | 14 | 7 | 15 | 2 | 18 | ... | 18 | 5 | ..... |
| 21 Bridgeburg | 16 | 14 | 9 | ..... | 23 | 35 | 15 | 4 | 16 | 4 | 17 | 6 | ... | ... | ..... |
| 22 Bruce Mines | 8 | 6 | 20 | ..... | 27 | 26 | 14 | 1 | 16 | 2 | 16 | 10 | ... | ... | ..... |
| 23 Brussels | 33 | 20 | 35 | ..... | 66 | 65 | 14 | 5 | 15 | ... | 17 | ... | ... | ... | ..... |
| 24 Burk's Falls | 23 | 10 | 10 | ..... | 30 | 39 | 14 | 8 | 16 | 3 | 16 | 7 | 15 | 6 | ..... |
| 25 Burlington | 39 | 29 | 27 | ..... | 55 | 40 | 13 | 5 | 14 | 1 | 15 | 5 | ... | ... | ..... |
| 26 Cannington | 22 | 17 | 25 | ..... | 46 | 48 | 14 | 2 | 14 | 11 | 16 | 8 | ... | ... | ..... |
| 27 Cardinal | 9 | 10 | ..... | ..... | ..... | 19 | 14 | ... | 15 | ... | ... | ... | ... | ... | ..... |

* Closed in June, 1910.

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| Schools arranged alphabetically according to Post Offices. | Examination Results. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Candidates for Normal School Entrance, 1910. | Number that passed. | Number that obtained honours. | Number presenting themselves at Normal Schools in Sept., 1910. | Number admitted to Normal Schools. | Candidates for Junior Matriculation, 1910. | Number that passed. | Number that obtained honours. |
| 1 Acton | 4 | 1 | ..... | 2 | 2 | 4 | 2 | ..... |
| 2 Alliston | 7 | 2 | 1 | ..... | ..... | 5 | 4 | ..... |
| 3 Alvinston | 9 | 3 | 2 | 2 | ..... | ..... | ..... | ..... |
| 4 Amherstburg | 7 | 3 | ..... | 1 | 1 | 5 | 2 | ..... |
| 5 Arkona | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 Ashton | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Avonmore | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 Ayr | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 Bath | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 Beaverton | 2 | 1 | ..... | 1 | 1 | 5 | 4 | ..... |
| 11 Beeton | 12 | 3 | ..... | ..... | ..... | 5 | 3 | ..... |
| 12 Belmont | 6 | 2 | 1 | ..... | ..... | 6 | 2 | ..... |
| 13 Blenheim | 15 | 8 | 3 | ..... | ..... | 4 | 2 | ..... |
| 14 Blind River | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 Blyth | 8 | 5 | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 Bobcaygeon | 5 | 2 | ..... | 2 | ..... | ..... | ..... | ..... |
| 17 Bolton | 5 | 5 | 2 | 1 | ..... | 2 | 2 | ..... |
| 18 Bothwell | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19*Bowesville | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 Bracebridge | 6 | 4 | 3 | 7 | 7 | 4 | 4 | ..... |
| 21 Brideburg | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 Bruce Mines | 10 | 3 | ..... | 1 | ..... | 3 | 1 | ..... |
| 23 Brussels | 9 | 6 | 2 | 1 | 1 | 5 | 3 | ..... |
| 24 Burk's Falls | 6 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 Burlington | 7 | 4 | ..... | 2 | 2 | 4 | 4 | ..... |
| 26 Cannington | 6 | 2 | 1 | 2 | 2 | 5 | 4 | ..... |
| 27 Cardinal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

*Closed in June, 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Destination of Pupils. | | | | | | Occupation of Parents. | | | | | Value of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agriculture, etc. | Mercantile life. | Teaching. | Other professions. | Mechanical occupations. | Other pursuits. | Agriculture, etc. | Mercantile life. | Professional | Mechanical occupations. | Other pursuits. | Library. | Scientific apparatus. |
| | | | | | | | | | | | | $ | $ |
| 1 Acton | 6 | 1 | 4 | .... | 2 | 2 | 19 | 3 | ..... | 12 | 21 | 228 | 173 |
| 2 Alliston | 16 | 8 | 5 | .... | .... | 16 | 58 | 26 | 8 | 10 | 24 | 228 | 502 |
| 3 Alvinston | 7 | 2 | .... | 2 | 1 | 4 | 28 | 10 | 1 | 5 | 28 | 167 | 240 |
| 4 Amherstburg | .... | 2 | 1 | 2 | .... | 1 | 9 | 9 | 3 | 15 | 11 | 160 | 150 |
| 5 Arkona | 2 | .... | .... | 1 | 1 | 9 | 20 | 2 | 3 | ..... | 3 | 150 | 150 |
| 6 Ashton | .... | 2 | .... | .... | .... | .... | 11 | 2 | 1 | 3 | ..... | 48 | 90 |
| 7 Avonmore | 2 | 1 | .... | .... | .... | 1 | 22 | 7 | 1 | ..... | 4 | 155 | 186 |
| 8 Ayr | .... | .... | .... | .... | .... | .... | 15 | 4 | 2 | 2 | 1 | 110 | 205 |
| 9 Bath | .... | .... | 3 | .... | .... | 1 | 8 | 5 | ..... | 4 | 11 | .... | ..... |
| 10 Beaverton | 4 | 2 | 1 | 1 | .... | .... | 30 | 24 | 6 | 18 | ..... | 42 | 212 |
| 11 Beeton | .... | 2 | 5 | .... | .... | 1 | 33 | 14 | 4 | 6 | 2 | 209 | 305 |
| 12 Belmont | 2 | 4 | .... | .... | 1 | 3 | 37 | 5 | 5 | 4 | 3 | 157 | 180 |
| 13 Blenheim | 4 | 5 | 1 | 5 | 2 | 6 | 33 | 13 | 7 | 9 | 14 | 301 | 314 |
| 14 Blind River | .... | 4 | .... | .... | 3 | 3 | ..... | 5 | ..... | 14 | 12 | 150 | 172 |
| 15 Blyth | 2 | 2 | 1 | .... | .... | .... | 25 | 1 | 1 | 2 | 17 | 130 | 125 |
| 16 Bobcaygeon | .... | 1 | .... | 1 | .... | 14 | 4 | ..... | ..... | ..... | 12 | 35 | 80 |
| 17 Bolton | 2 | 1 | 1 | .... | .... | .... | 16 | 4 | 1 | 3 | 8 | 169 | 332 |
| 18 Bothwell | .... | .... | .... | 1 | .... | .... | 20 | 14 | 9 | 11 | 11 | 125 | 100 |
| 19†Bowesville | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | 150 | 150 |
| 20 Bracebridge | 1 | 1 | 8 | 2 | 2 | 11 | 8 | 12 | 11 | 30 | 24 | 300 | 487 |
| 21 Bridgeburg | .... | .... | .... | .... | 1 | 3 | 1 | ..... | 1 | 29 | 8 | 58 | 254 |
| 22 Bruce Mines | 2 | 1 | 1 | .... | 5 | .... | 9 | 1 | ..... | 6 | 18 | 185 | 309 |
| 23 Brussels | 3 | 3 | 1 | 4 | 2 | 3 | 35 | 12 | 7 | 13 | 21 | 314 | 310 |
| 24 Burk's Falls | 1 | 5 | 4 | .... | 1 | 2 | 9 | 6 | 3 | 16 | 9 | 168 | 85 |
| 25 Burlington | 3 | 2 | 3 | 1 | 1 | 4 | 34 | 14 | 7 | 9 | 31 | 89 | 228 |
| 26 Cannington | 6 | 2 | 2 | 2 | 2 | 3 | 24 | 21 | 3 | 10 | 6 | 170 | 232 |
| 27 Cardinal | .... | .... | .... | .... | .... | .... | 5 | 1 | 2 | 3 | 8 | 122 | 95 |

† Closed in June, 1910.

SCHOOLS.—Continued.

ending 31st December, 1910.—Continued.

| | Equipment. | | | Fees. | | |
|---|---|---|---|---|---|---|
| | Maps, charts, etc. | Art models and supplies. | Total value of equipment. | Monthly fee of pupils of section. | Monthly fee of other pupils. | Total Government grant. |
| | $ | $ | $ | $ c. | $ c. | $ c. |
| 1 | 31 | 31 | 463 | 50 | 70 | 430 40 |
| 2 | 42 | 53 | 885 | 50 | 1 00 | 676 18 |
| 3 | 35 | 25 | 467 | $1 after 1st year | 1 00 | 509 00 |
| 4 | 10 | 28 | 348 | 50 | 50 | 467 30 |
| 5 | 25 | 33 | 358 | 1 00 | 1 00 | 177 35 |
| 6 | ..... | ..... | 138 | ..... | ..... | 178 56 |
| 7 | 34 | 37 | 412 | 1 00 | 1 00 | 372 05 |
| 8 | 25 | 20 | 360 | 1 00 | 1 00 | ..... |
| 9 | ..... | ..... | ..... | ..... | 50 | 281 75 |
| 10 | 21 | 11 | 286 | 1 00 | 1 00 | 487 25 |
| 11 | 63 | 26 | 603 | 1 00 | 1 00 | 344 17 |
| 12 | 36 | 17 | 390 | 1 00 | 1 00 | 276 09 |
| 13 | 52 | 55 | 722 | ..... | 1 00 | 545 50 |
| 14 | 30 | 20 | 372 | ..... | ..... | 859 56 |
| 15 | ..... | ..... | 255 | 75 | 75 | 237 75 |
| 16 | 30 | 3 | 148 | ..... | 1 00 | * |
| 17 | 45 | 25 | 571 | 1 00 | 1 00 | 317 10 |
| 18 | 40 | 5 | 270 | ..... | 1 00 | 397 20 |
| 19 | ..... | 17 | 317 | ..... | ..... | 13 25 |
| 20 | 52 | 77 | 916 | 25c.; 75c.; 1.00; 1.50 | $1.00; 1.25; 1.50; 2.00 | 1,295 64 |
| 21 | 35 | 11 | 358 | ..... | ..... | 301 32 |
| 22 | 16 | 18 | 528 | ..... | 1 00 | 625 10 |
| 23 | 60 | 64 | 748 | I 50; II 75; III 1.00 | I 50; II 1.00; III 1.50 | 553 75 |
| 24 | 25 | 25 | 303 | 50 | 1 00 | 852 84 |
| 25 | 20 | 22 | 359 | 1 00 | 1 00 | 469 40 |
| 26 | 19 | 12 | 433 | 1 00 | 1 00 | 208 25 |
| 27 | 40 | 35 | 292 | 1 00 | 1 00 | * |

* Paid Fifth Class Grant in 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Name of School. | Schools under Continuation School Board. | Names and Degrees of Teachers giving whole of time to Continuation School. |
|---|---|---|---|
| 28 Carp | 3 Huntley | ..... | Norma Wallace |
| | | | Annie J. Stewart, B.A. |
| 29 Chesterville | Chesterville | 1 | Geo. H. Steer |
| | | | Mayme Dwyer |
| 30 Claremont | 15 Pickering | ..... | N. F. Tomlinson |
| | | | Lillian Ferguson |
| 31 Cobden | Cobden | ..... | Annie E. Bates |
| 32 Coldwater | Coldwater | ..... | N. Willison |
| | | | Rosa B. Hill |
| 33 Comber | 4 Tilbury W | ..... | Alice B. Chubb, B.A. |
| | | | Viva M. Hicks |
| 34 Cookstown | 5 Essa | ..... | J. A. Edmiston |
| | | | Nellie Goodall |
| 35 Crediton | 5 Stephen | ..... | C. K. Bluett, B.A. |
| 36 Creemore | Creemore | ..... | Wm. Jas. Mackay |
| 37 Cumming's Bridge | 9 Gloucester | ..... | H. May Peregrine |
| 38 Drayton | Drayton | ..... | Wm. W. Scott |
| | | | Roxy Aline Ellis |
| 39 Dresden | Dresden | ..... | H. A. Doupe |
| | | | F. Ethel A. Laud, M.A. |
| 40 Drumbo | 11 Blenheim | ..... | Walter S. Jenkins |
| 41 Dundalk | Dundalk | ..... | D. T. Wright |
| | | | Nima M. Danl |
| 42 Durham | Durham | ..... | Thos. Allan |
| | | | Willa Ford |
| | | | Olive E. Fritz |
| 43 Eganville | Eganville | ..... | D. G. Currie |
| 44 Elmira | Elmira | ..... | W. G. Lavery |
| 45 Elmvale | 5 Flos | ..... | Neil D. Reid, B.A. |
| 46 Ennismore | 4 Ennismore | ..... | John A. O'Donohue |
| | | | Gertrude Ryan |
| 47 Erin | Erin | ..... | Wm. H. Crehan |
| 48 Exeter | Exeter | ..... | Wm. B. Weidenhammer, B.A. |
| | | | Eleanor M. Robb |
| | | | Agnes M. Johnston |
| 49 Fenelon Falls | Fenelon Falls | ..... | A. A. Cameron |
| 50 Feversham | 7 Osprey | ..... | Evelyn R. Caverley |
| 51 Finch | Finch | ..... | Geo. Hindle, B.A. |
| 52 Fitzroy Harbour | 8 Fitzroy | ..... | Mrs. A. G. G. Crewson |
| 53 Flesherton | Flesherton | 1 | J. Ernest Marcellus |
| | | | Edna Mackenzie |
| 54 Fort Frances | Fort Frances | ..... | R. Thompson |
| | | | Nellie L. Anderson |
| 55 Gore Bay | Gore Bay | ..... | E. Egbert Hoover |
| | | | Grace E. Whitmarsh |
| 56 Grand Valley | Grand Valley | ..... | Edwin H. Lindsey |
| | | | Helena E. Johnston |

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| | Teachers. | | | Attendance and Classification of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number giving whole time. | Professional certificate. | Annual rate of salary. | Total number of pupils enrolled 1910. | Number of boys. | Number of girls. | Number of pupils from section. | Number from other sections. | Number of other sections represented. |
| | | | $ | | | | | | |
| 28 | 2 | I | 900 | 49 | 16 | 33 | 39 | 10 | 4 |
| ..... | | I | 600 | | | | | | |
| 29 | 2 | I | 1,500 | 86 | 41 | 45 | 77 | 9 | 7 |
| ..... | | I | 700 | | | | | | |
| 30 | 2 | I | 900 | 24 | 14 | 10 | 9 | 15 | 5 |
| ..... | | I | 600 | | | | | | |
| 31 | 1 | I | 700 | 26 | 12 | 14 | 15 | 11 | 6 |
| 32 | 2 | I | 900 | 36 | 8 | 28 | 24 | 12 | 9 |
| ..... | | I | 550 | | | | | | |
| 33 | 2 | I | 750 | 35 | 10 | 25 | 28 | 7 | 5 |
| ..... | | I | 625 | | | | | | |
| 34 | 2 | I | 1,000 | 56 | 26 | 30 | 34 | 22 | 8 |
| ..... | | I | 600 | | | | | | |
| 35 | 1 | II | 750 | 27 | 14 | 13 | 20 | 7 | 4 |
| 36 | 1 | II | 600 | 34 | 16 | 18 | 31 | 3 | 3 |
| 37 | 1 | I | 600 | 6 | 4 | 2 | 3 | 3 | 2 |
| 38 | 2 | I | 1,100 | 103 | 39 | 64 | 57 | 46 | 18 |
| ..... | | I | 600 | | | | | | |
| 39 | 2 | I | 900 | 86 | 34 | 52 | 59 | 27 | 7 |
| ..... | | I | 750 | | | | | | |
| 40 | 1 | I | 800 | 23 | 10 | 13 | 18 | 5 | 3 |
| 41 | 2 | I | 1,400 | 47 | 19 | 28 | 33 | 14 | 10 |
| ..... | | I | 700 | | | | | | |
| 42 | 3 | I | 1,000 | 113 | 56 | 57 | 57 | 56 | 20 |
| ..... | | I | 600 | | | | | | |
| ..... | | I | 550 | | | | | | |
| 43 | 1 | I | 900 | 35 | 15 | 20 | 26 | 9 | 2 |
| 44 | 1 | I | 800 | 20 | 14 | 6 | 17 | 3 | 2 |
| 45 | 1 | I | 900 | 24 | 9 | 15 | 20 | 4 | 3 |
| 46 | 2 | H. S. Asst. | 900 | 56 | 28 | 28 | 20 | 36 | 8 |
| ..... | | I | 600 | | | | | | |
| 47 | 1 | H. S. Asst. | 800 | 20 | 10 | 10 | 9 | 11 | 6 |
| 48 | 3 | H. S. Prin. | 1,400 | 141 | 81 | 60 | 69 | 72 | 23 |
| ..... | | I | 700 | | | | | | |
| ..... | | I | 800 | | | | | | |
| 49 | 1 | I | 1,000 | 44 | 23 | 21 | 32 | 12 | 4 |
| 50 | 1 | I | 700 | 12 | 4 | 8 | 7 | 5 | 4 |
| 51 | 1 | I | 1,000 | 16 | 5 | 11 | 11 | 5 | 4 |
| 52 | 1 | III | 600 | 23 | 8 | 15 | 16 | 7 | 4 |
| 53 | 2 | I | 1,000 | 61 | 22 | 39 | 54 | 7 | 6 |
| ..... | | I | 600 | | | | | | |
| 54 | 2 | I | 1,200 | 20 | 6 | 14 | 6 | 14 | 5 |
| ..... | | I | 600 | | | | | | |
| 55 | 2 | H. S. Asst. | 1,000 | 60 | 18 | 42 | 46 | 14 | 5 |
| ..... | | I | 500 | | | | | | |
| 56 | 2 | I | 950 | 56 | 24 | 32 | 37 | 19 | 5 |
| ..... | | I | 500 | | | | | | |

CONTINUATION

Statistics for the year

Attendance and Classification of Pupils.—Con.

| Schools arranged alphabetically according to Post Offices. | Number of pupils in Form I (Lower School). | Number in Form II (Lower School). | Number in Form III (Middle School). | Number in Form IV (Upper School). | Number of pupils enrolled 1st half year. | Number enrolled 2nd half year. | Average age of latter, Sept. 1st, 1910, Form I. | | Average age of latter, Sept. 1st, 1910, Form II. | | Average age of latter, Sept. 1st, 1910, Form III. | | Average age of latter, Sept. 1st, 1910, Form IV. | | Number of pupils taking agriculture or school gardening. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | y. | m. | y. | m. | y. | m. | y. | m. | |
| 28 Carp | 11 | 13 | 25 | ..... | 42 | 35 | 14 | 8 | 16 | 5 | 18 | ... | ... | ... | 19 |
| 29 Chesterville | 34 | 20 | 32 | ..... | 37 | 49 | 14 | ... | 15 | 9 | 16 | 3 | ... | ... | 54 |
| 30 Claremont | 4 | 16 | 4 | ..... | 20 | 17 | 13 | 3 | 15 | ... | 15 | 9 | ... | ... | ..... |
| 31 Cobden | 8 | 14 | 4 | ..... | 22 | 7 | 14 | 5 | 12 | ... | ... | ... | ... | ... | ..... |
| 32 Coldwater | 13 | 7 | 16 | ..... | 26 | 23 | 14 | 6 | 16 | 11 | 16 | 5 | 15 | 3 | ..... |
| 33 Comber | 10 | 11 | 14 | ..... | 27 | 25 | 14 | ... | 15 | ... | 18 | ... | ... | ... | ..... |
| 34 Cookstown | 29 | 16 | 11 | ..... | 38 | 42 | 14 | 2 | 14 | 10 | 16 | 3 | ... | ... | ..... |
| 35 Crediton | 9 | 7 | 11 | ..... | 19 | 19 | 13 | 1 | 15 | 3 | 16 | 7 | ... | ... | ..... |
| 36 Creemore | 6 | 22 | 6 | ..... | 28 | 26 | 13 | 9 | 15 | 8 | 16 | 3 | ... | ... | ..... |
| 37 Cumming's Bdge | 3 | ..... | 3 | ..... | 4 | 5 | 16 | ... | ... | ... | 16 | 6 | ... | ... | ..... |
| 38 Drayton | 38 | 25 | 40 | ..... | 74 | 78 | 14 | 4 | 15 | 3 | 17 | 1 | ... | ... | ..... |
| 39 Dresden | 39 | 16 | 28 | 3 | 71 | 64 | 13 | 5 | 14 | 10 | 16 | 4 | 17 | ... | ..... |
| 40 Drumbo | 5 | 8 | 10 | ..... | ..... | 23 | 14 | 6 | 15 | 6 | 17 | 10 | ... | ... | ..... |
| 41 Dundalk | 26 | 19 | 2 | ..... | 22 | 39 | 14 | ... | 16 | 4 | 20 | 6 | ... | ... | ..... |
| 42 Durham | 39 | 37 | 37 | ..... | 80 | 75 | 14 | ... | 15 | 6 | 16 | ... | ... | ... | ..... |
| 43 Eganville | 20 | 15 | ..... | ..... | 26 | 15 | 14 | ... | 15 | ... | ... | ... | ... | ... | ..... |
| 44 Elmira | 14 | 6 | ..... | ..... | 15 | 6 | 14 | 1 | 13 | 5 | ... | ... | ... | ... | ..... |
| 45 Elmvale | 18 | 6 | ..... | ..... | 19 | 12 | 14 | 6 | 15 | 6 | ... | ... | ... | ... | ..... |
| 46 Ennismore | 8 | 22 | 26 | ..... | 52 | 40 | 15 | 6 | 16 | 1 | 17 | ... | ... | ... | ..... |
| 47 Erin | 7 | 6 | 7 | ..... | ..... | 10 | 13 | 4 | 14 | 4 | 15 | 6 | ... | ... | ..... |
| 48 Exeter | 60 | 41 | 40 | ..... | 111 | 98 | 14 | ... | 14 | 6 | 15 | 7 | ... | ... | ..... |
| 49 Fenelon Falls | 18 | 8 | 18 | ..... | 30 | 36 | 14 | ... | 16 | ... | 17 | ... | ... | ... | ..... |
| 50 Feversham | 10 | 2 | ..... | ..... | ..... | 12 | 14 | 3 | 15 | 1 | ... | ... | ... | ... | ..... |
| 51 Finch | 7 | 5 | 4 | ..... | 11 | 11 | 15 | ... | 16 | ... | 17 | ... | ... | ... | ..... |
| 52 Fitzroy Harbour | 6 | 6 | 11 | ..... | 20 | 3 | 13 | 2 | ... | ... | ... | ... | ... | ... | ..... |
| 53 Flesherton | 24 | 25 | 12 | ..... | 45 | 41 | 14 | 10 | 17 | 7 | 16 | 1 | ... | ... | ..... |
| 54 Fort Frances | 8 | 9 | 3 | ..... | 12 | 16 | 14 | ... | 15 | 6 | 15 | 6 | ... | ... | ..... |
| 55 Gore Bay | 12 | 29 | 19 | ..... | 50 | 38 | 15 | ... | 16 | ... | 16 | ... | ... | ... | ..... |
| 56 Grand Valley | 19 | 18 | 19 | ..... | 42 | 35 | 13 | 9 | 14 | 7 | 17 | 2 | ... | ... | ..... |

SCHOOLS.—Continued.

ending 31st December, 1910.—Continued.

| Schools arranged alphabetically according to Post Offices. | Examination Results. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Candidates for Normal School Entrance, 1910. | Number that passed. | Number that obtained honours. | Number presenting themselves at Normal Schools in Sept., 1910. | Number admitted to Normal Schools. | Candidates for Junior Matriculation, 1910. | Number that passed. | Number that obtained honours. |
| 28 Carp | 9 | 5 | 1 | ..... | ..... | 4 | 4 | ..... |
| 29 Chesterville | 8 | 6 | ..... | ..... | ..... | 4 | 2 | ..... |
| 30 Claremont | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 Cobden | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 Coldwater | ..... | ..... | ..... | ..... | ..... | 2 | 1 | ..... |
| 33 Comber | 5 | 1 | ..... | ..... | ..... | 3 | ..... | ..... |
| 34 Cookstown | 6 | 1 | ..... | ..... | ..... | 4 | 2 | ..... |
| 35 Crediton | 5 | 2 | 1 | 1 | 1 | 5 | 3 | ..... |
| 36 Creemore | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 Cumming's Bridge | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 38 Drayton | 12 | 4 | 2 | 1 | 1 | 6 | 4 | ..... |
| 39 Dresden | 11 | 5 | ..... | 5 | 3 | 9 | 4 | ..... |
| 40 Drumbo | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 41 Dundalk | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 Durham | 15 | 11 | 4 | ..... | ..... | 7 | 2 | ..... |
| 43 Eganville | 4 | 3 | 1 | ..... | ..... | ..... | ..... | ..... |
| 44 Elmira | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 45 Elmvale | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 46 Ennismore | 8 | 5 | ..... | 3 | 1 | ..... | ..... | ..... |
| 47 Erin | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 48 Exeter | 11 | 3 | 1 | 1 | 1 | 9 | 4 | 1 |
| 49 Fenelon Falls | 3 | 1 | ..... | ..... | ..... | 3 | 2 | ..... |
| 50 Feversham | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 51 Finch | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 52 Fitzroy Harbour | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... |
| 53 Flesherton | 3 | 1 | ..... | 1 | 1 | ..... | ..... | ..... |
| 54 Fort Frances | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 55 Gore Bay | 3 | 1 | ..... | ..... | ..... | 2 | ..... | ..... |
| 56 Grand Valley | 2 | ..... | ..... | ..... | ..... | 3 | ..... | ..... |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Destination of Pupils. | | | | | | Occupation of Parents. | | | | | Value of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agriculture, etc. | Mercantile life. | Teaching. | Other professions. | Mechanical occupations. | Other pursuits. | Agriculture, etc. | Mercantile life. | Professional. | Mechanical occupations. | Other pursuits. | Library. | Scientific apparatus. |
| | | | | | | | | | | | | $ | $ |
| 28 Carp | .... | 1 | 2 | 1 | .... | 12 | 29 | ..... | 4 | 5 | 11 | 83 | 191 |
| 29 Chesterville | 3 | 3 | 2 | 2 | 1 | .... | 37 | 17 | 7 | 15 | 10 | 300 | 297 |
| 30 Claremont | 1 | 1 | .... | .... | .... | 2 | 20 | ..... | 1 | 1 | 2 | 245 | 222 |
| 31 Cobden | 2 | 1 | .... | .... | .... | 4 | 11 | 7 | 1 | 2 | 5 | 82 | 97 |
| 32 Coldwater | 1 | 2 | .... | 1 | .... | .... | 14 | 7 | 1 | 8 | 6 | 163 | 224 |
| 33 Comber | 1 | 2 | 2 | .... | .... | 3 | 14 | 7 | 2 | 3 | 9 | 85 | 183 |
| 34 Cookstown | 6 | 1 | .... | .... | .... | 7 | 34 | 4 | 1 | 2 | 15 | 213 | 388 |
| 35 Crediton | 1 | 2 | 1 | .... | .... | 2 | 13 | 4 | 2 | 1 | 7 | 102 | 162 |
| 36 Creemore | 3 | 1 | .... | 2 | 1 | 5 | 5 | 8 | 1 | 4 | 16 | 150 | 202 |
| 37 Cumming's Bridge | 1 | .... | .... | .... | 1 | 1 | 5 | ..... | ..... | ..... | 1 | 144 | 69 |
| 38 Drayton | 11 | 2 | 4 | .... | 1 | 7 | 59 | 18 | 5 | 6 | 15 | 342 | 412 |
| 39 Dresden | 3 | 2 | 6 | .... | 2 | 1 | 27 | 15 | 5 | 23 | 16 | 163 | 240 |
| 40 Drumbo | .... | .... | .... | .... | .... | .... | 10 | 2 | 3 | 3 | 5 | 44 | 206 |
| 41 Dundalk | .... | .... | .... | .... | .... | .... | 20 | 4 | 4 | 5 | 14 | 150 | 150 |
| 42 Durham | 3 | 2 | 9 | 1 | 1 | 15 | 55 | 12 | 7 | 16 | 23 | 368 | 375 |
| 43 Eganville | .... | 3 | 1 | .... | .... | .... | 15 | 10 | ..... | 5 | 5 | 15 | 476 |
| 44 Elmira | 3 | 4 | .... | .... | 2 | .... | 7 | 5 | ..... | 4 | 4 | 53 | 59 |
| 45 Elmvale | 1 | 1 | .... | .... | .... | 7 | 8 | 3 | ..... | 1 | 12 | 35 | 80 |
| 46 Ennismore | 1 | 1 | 3 | .... | 2 | 2 | 52 | ..... | ..... | 4 | ..... | 154 | 184 |
| 47 Erin | .... | .... | .... | 2 | .... | 1 | 11 | 2 | 1 | 5 | 1 | 112 | 185 |
| 48 Exeter | 1 | 2 | 2 | .... | 1 | 6 | 58 | 28 | 5 | 20 | 30 | 448 | 423 |
| 49 Fenelon Falls | 2 | 4 | .... | 3 | 2 | 4 | 10 | 15 | 3 | 10 | 6 | 152 | 140 |
| 50 Feversham | .... | .... | .... | .... | .... | .... | 10 | 1 | ..... | 1 | ..... | 60 | 60 |
| 51 Finch | .... | .... | .... | .... | .... | 3 | 9 | ..... | ..... | 4 | 3 | 178 | 183 |
| 52 Fitzroy Harbour | 2 | 1 | 1 | 1 | 1 | 1 | 12 | 2 | ..... | 7 | 2 | 159 | 179 |
| 53 Flesherton | 4 | 5 | 2 | .... | .... | 9 | 31 | 11 | 1 | 9 | 9 | 174 | 216 |
| 54 Fort Frances | 4 | .... | 1 | .... | .... | 3 | 7 | 4 | 2 | 5 | 2 | 149 | 277 |
| 55 Gore Bay | 1 | 2 | 2 | 2 | 1 | 18 | 28 | 7 | 12 | 8 | 5 | 67 | 153 |
| 56 Grand Valley | 1 | 5 | .... | 3 | .... | 8 | 26 | 4 | 2 | 2 | 22 | 170 | 203 |

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

| | Equipment. | | | Fees. | | |
|---|---|---|---|---|---|---|
| | Maps, charts, etc. | Art models and supplies. | Total value of equipment. | Monthly fees of pupils of section. | Monthly fees of other pupils. | Total Government grant. |
| | $ | $ | $ | $ c. | $ c. | $ c. |
| 28 | 30 | 6 | 310 | 50 | 1 00 | 385 56 |
| 29 | 72 | 63 | 732 | ..... | ..... | 308 05 |
| 30 | 37 | 25 | 529 | 1 00 | 1 00 | 265 10 |
| 31 | ..... | 23 | 202 | ..... | 2 00 | 207 74 |
| 32 | 32 | 26 | 445 | 1 00 | 1 00 | 355 05 |
| 33 | 42 | 10 | 320 | 70 | 70 | 385 75 |
| 34 | 33 | 44 | 678 | 75 | 75 | 471 50 |
| 35 | 17 | ..... | 281 | 1 00 | 1 00 | * |
| 36 | 7 | 17 | 376 | ..... | 1 00 | 274 55 |
| 37 | ..... | 25 | 238 | ..... | ..... | 191 92 |
| 38 | 73 | 53 | 880 | 50 | 1 00 | 500 25 |
| 39 | 57 | 25 | 485 | 60 | 1 00 | 504 86 |
| 40 | ..... | 14 | 264 | 25c.; 50c.; 75c. | 25 | * |
| 41 | 25 | 25 | 350 | 1 00 | 1 00 | * |
| 42 | 50 | 55 | 848 | 75 | 75 | 606 19 |
| 43 | 47 | 35 | 573 | ..... | 1 00 | * |
| 44 | 25 | 26 | 163 | ..... | 50 | 231 46 |
| 45 | 68 | ..... | 183 | ..... | ..... | 197 84 |
| 46 | 20 | ..... | 358 | 1 50 | 1 50 | 362 54 |
| 47 | 15 | 25 | 337 | 1 00 | 1 00 | 245 95 |
| 48 | 75 | 95 | 1,041 | 1 00 | 1 00 | 695 10 |
| 49 | 30 | 27 | 349 | 80 | 1 00 | 298 42 |
| 50 | 15 | 15 | 150 | ..... | ..... | ..... |
| 51 | 42 | 31 | 434 | 1 00 | 1 00 | 203 00 |
| 52 | 37 | 9 | 384 | ..... | ..... | 199 00 |
| 53 | 25 | 24 | 439 | ..... | ..... | 393 15 |
| 54 | 30 | 17 | 473 | ..... | ..... | 1,078 30 |
| 55 | 10 | ..... | 230 | 1 00 | 1 00 | 819 36 |
| 56 | 22 | 25 | 420 | 80 | | 348 25 |

* Paid Fifth Class Grant in 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Name of School. | Schools under Continuation School Board. | Names and Degrees of Teachers giving whole of time to Continuation Schools. |
|---|---|---|---|
| 57 Guelph | Macdonald Consolidated | | Eli Robinson, B.S.A |
| 58 Hanover | Hanover | | Jas. A. Magee |
| | | | Frances Mawhinney |
| 59 Harrow | 9 S. Colchester | | K. Stella Mott |
| 60 Havelock | Havelock | | C Ward Butcher |
| | | | Annie M. Dolan |
| 61 Highgate | 6 Orford | | O. F. Brigham |
| | | | S. L. Gregory |
| 62 Huntsville | Huntsville | | A. C. Bernath |
| | | | Lulu J. Edmunds |
| 63 Jarvis | 10 Walpole | | Mabel L. Gesner |
| 64 Jockvale | 10 Nepean | | Afra Schumacker |
| 65 Kars | U. 3 North Gower | | Annie L. Dunwoodie |
| 66 Keewatin | Keewatin | | John Urquhart, B.A. |
| 67 Kenmore | 15 Osgoode | | Christopher Summers |
| 68 Kinburn | 5 Fitzroy | | Lulu M. Philp, B.A. |
| 69 Lakefield | Lakefield | | W. B. Harvey |
| | | | Beatrice Brain, B.A. |
| 70 Lanark | Lanark | | R. Beatty |
| | | | Mary E. Lynch |
| 71*Lansdowne | 9 Leeds & Lansdowne Ft. | | Bertha Dell |
| 72 Little Current | Little Current | | Albert Baker, B.A. |
| 73 Lucknow | Lucknow | | Chas. T. Ewers |
| | | | Frances E. McLean |
| 74 Malakoff | 3 Marlborough | | Nellie M. Philp, B.A. |
| 75 Manotick | 18 Osgoode | | H. Clarence Kinnel |
| 76 Manitowaning | 2 Assiginack | | Annie G. MacAllister |
| 77 Markdale | Markdale | 1 | Geo. A. Clark |
| | | | Margaret L. Murray, M.A. |
| 78 Maxville | Maxville | | Sarah E. Parr |
| 79 Melbourne | U. 16 Caradoc | | W. G. Robinson |
| | | | Edna J. Patmore |
| 80 Metcalfe | 11 Osgoode | | J. S. Stewart |
| 81 Merrickville | Merrickville | | Sara Anglin |
| | | | Olive Murray |
| 82 Millbrook | Millbrook | | David Hampton |
| | | | G. Blanch Leitch |
| 83 Milton | Milton | | Wm. F. Inman |
| | | | Minnie A. Whyte |
| 84 Morewood | 12 Winchester | 1 | H. Loucks |
| | | | Margaret B. Hutchison |
| 85 Mount Albert | 13 East Gwillimbury | | Estella R. Cragg |
| | | | Elva Gould |
| 86 Munster | 5 Goulburn | | Julia Weir |
| 87 New Hamburg | New Hamburg | | Jas. M. Smith |
| 88 New Liskeard | New Liskeard | | Geo. Spark, B.A. |
| | | | C. Lillie Maclennan, B.A. |

* Closed in June, 1910.

SCHOOLS.—Continued.

ending 31st December, 1910.—Continued.

| | Teachers. | | | Attendance and Classification of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number giving whole time. | Professional certificate. | Annual rate of salary. | Total number of pupils enrolled in 1910. | Number of boys. | Number of girls. | Number of pupils from section. | Number from other sections. | Number of other sections represented. |
| | | | $ | | | | | | |
| 57 | 1 | II | 1,000 | 26 | 9 | 17 | 26 | ..... | ..... |
| 58 | 2 | I | 1,025 | 46 | 17 | 29 | 38 | 8 | 7 |
| ..... | | H. S. Asst. | 600 | | | | | | |
| 59 | 1 | I | 850 | 44 | 22 | 22 | 27 | 17 | 6 |
| 60 | 2 | I | 1,000 | 46 | 19 | 27 | 44 | 2 | 2 |
| ..... | | I | 600 | | | | | | |
| 61 | 2 | I | 1,000 | 50 | 25 | 25 | 24 | 26 | 6 |
| ..... | | I | 1,000 | | | | | | |
| 62 | 2 | H. S. Asst. | 1,100 | 81 | 25 | 56 | 60 | 21 | 5 |
| ..... | | H. S. Asst. | 650 | | | | | | |
| 63 | 1 | I | 700 | 38 | 16 | 22 | 23 | 15 | 6 |
| 64 | 1 | I | 800 | 31 | 12 | 19 | 14 | 17 | 6 |
| 65 | 1 | I | 700 | 14 | 6 | 8 | 8 | 6 | 4 |
| 66 | 1 | I | 1,200 | 23 | 10 | 13 | 23 | ..... | ..... |
| 67 | 1 | I | 850 | 30 | 9 | 21 | 18 | 12 | 6 |
| 68 | 1 | H. S. Asst. | 700 | 25 | 14 | 11 | 14 | 11 | 4 |
| 69 | 2 | I | 1,000 | 55 | 24 | 31 | 46 | 9 | 4 |
| ..... | | H. S. Asst. | 550 | | | | | | |
| 70 | 2 | I | 700 | 66 | 20 | 46 | 34 | 32 | 22 |
| ..... | | I | 700 | | | | | | |
| 71 | 1 | I | 600 | ..... | ..... | ..... | ..... | ..... | ..... |
| 72 | 1 | I | 900 | 23 | 10 | 13 | 23 | ..... | ..... |
| 73 | 2 | I | 1,100 | 64 | 28 | 36 | 40 | 24 | 8 |
| ..... | | I | 650 | | | | | | |
| 74 | 1 | I | 750 | 11 | 5 | 6 | 11 | ..... | ..... |
| 75 | 1 | I | 800 | 37 | 18 | 19 | 14 | 23 | 9 |
| 76 | 1 | H. S. Asst. | 800 | 16 | 4 | 12 | 13 | 3 | 2 |
| 77 | 2 | H. S. Asst. | 1,100 | 45 | 18 | 27 | 41 | 4 | 4 |
| ..... | | I | 650 | | | | | | |
| 78 | 1 | I | 800 | 53 | 27 | 26 | 30 | 23 | 11 |
| 79 | 2 | II | 700 | 32 | 15 | 17 | 12 | 20 | 8 |
| ..... | | I | 575 | | | | | | |
| 80 | 1 | H. S. Asst. | 700 | 28 | 9 | 19 | 13 | 15 | 10 |
| 81 | 2 | I | 800 | 58 | 24 | 34 | 44 | 14 | 8 |
| ..... | | I | 550 | | | | | | |
| 82 | 2 | II | 750 | 52 | 19 | 33 | 40 | 12 | 8 |
| ..... | | I | 625 | | | | | | |
| 83 | 2 | H. S. Asst. | 900 | 65 | 28 | 37 | 52 | 13 | 5 |
| ..... | | I | 700 | | | | | | |
| 84 | 2 | I | 1,100 | 53 | 24 | 29 | 24 | 29 | 18 |
| ..... | | I | 650 | | | | | | |
| 85 | 2 | I | 800 | 63 | 30 | 33 | 23 | 40 | 9 |
| ..... | | I | 600 | | | | | | |
| 86 | 1 | II | 600 | 23 | 13 | 10 | 13 | 10 | 3 |
| 87 | 1 | I | 1,000 | 33 | 22 | 11 | 23 | 10 | 6 |
| 88 | 2 | I | 1,250 | 42 | 19 | 23 | 33 | 9 | 5 |
| ..... | | H. S. Asst. | 850 | | | | | | |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Attendance and Classification of Pupils.—Continued. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of pupils in Form I (Lower School). | Number in Form II, (Lower School). | Number in Form III (Middle School). | Number in Form IV (Upper School). | Number of pupils enrolled 1st half year. | Number enrolled 2nd half year. | Average age of latter, Sept. 1st, 1910, Form I. | | Average age of latter, Sept. 1st, 1910, Form II. | | Average age of latter, Sept. 1st, 1910, Form III. | | Average age of latter, Sept. 1st, 1910, Form IV. | | Number of pupils taking agriculture or school gardening. |
| | | | | | | | y. | m. | y. | m. | y. | m. | y. | m. | |
| 57 Guelph | 26 | ..... | ..... | ..... | 17 | 11 | 12 | 5 | ... | ... | ... | ... | ... | ... | 26 |
| 58 Hanover | 14 | 11 | 21 | ..... | 33 | 33 | 15 | 5 | 15 | 6 | 16 | ... | ... | ... | ..... |
| 59 Harrow | 10 | 14 | 20 | ..... | 32 | 29 | 14 | 2 | 15 | 3 | 16 | 2 | ... | ... | ..... |
| 60 Havelock | 20 | 9 | 17 | ..... | 33 | 33 | 14 | 2 | 14 | 3 | 16 | 1 | ... | ... | ..... |
| 61 Highgate | 13 | 13 | 23 | 1 | 36 | 36 | 14 | 5 | 14 | 3 | 15 | 7 | 19 | ... | ..... |
| 62 Huntsville | 54 | 17 | 10 | ..... | 60 | 52 | 14 | 6 | 15 | 3 | 16 | 5 | ... | ... | ..... |
| 63 Jarvis | 20 | 18 | ..... | ..... | 26 | 22 | 14 | 6 | 15 | 2 | ... | ... | ... | ... | ..... |
| 64 Jockvale | 9 | 9 | 13 | ..... | 30 | 16 | 15 | 1 | 15 | 6 | 17 | ... | ... | ... | ..... |
| 65 Kars | 3 | 5 | 6 | ..... | 14 | 10 | ... | ... | 14 | 3 | 15 | 6 | ... | ... | ..... |
| 66 Keewatin | 12 | 5 | 6 | ..... | 15 | 19 | 15 | ... | 15 | ... | 17 | ... | ... | ... | ..... |
| 67 Kenmore | 12 | 6 | 12 | ..... | 25 | 18 | 13 | 8 | 16 | 1 | 16 | 1 | 15 | 3 | ..... |
| 68 Kinburn | 9 | 7 | 9 | ..... | 21 | 14 | 15 | ... | 17 | ... | 16 | ... | ... | ... | ..... |
| 69 Lakefield | 19 | 20 | 16 | ..... | 35 | 30 | 12 | ... | 13 | ... | 16 | ... | ... | ... | ..... |
| 70 Lanark | 19 | 15 | 32 | ..... | 48 | 46 | 14 | ... | 14 | 10 | 16 | 4 | ... | ... | ..... |
| 71*Lansdowne | ..... | ..... | ..... | ..... | ..... | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ..... |
| 72 Little Current | 11 | 6 | 6 | ..... | 21 | 18 | 14 | ... | 15 | ... | 15 | ... | ... | ... | ..... |
| 73 Lucknow | 17 | 18 | 29 | ..... | 50 | 52 | 14 | 6 | 16 | 3 | 16 | 8 | ... | ... | ..... |
| 74 Malakoff | 2 | 4 | 5 | ..... | 9 | 7 | 14 | 3 | 14 | 5 | 15 | 6 | ... | ... | ..... |
| 75 Manotick | 10 | 5 | 22 | ..... | 26 | 27 | 14 | 3 | 15 | 3 | 16 | ... | ... | ... | ..... |
| 76 Manitowaning | 5 | 5 | 6 | ..... | 13 | 11 | 15 | ... | 16 | ... | 17 | 3 | ... | ... | ..... |
| 77 Markdale | 43 | ..... | 2 | ..... | 16 | 44 | 14 | 7 | ... | ... | 17 | ... | ... | ... | ..... |
| 78 Maxville | 26 | 24 | 3 | ..... | 35 | 37 | 14 | 2 | 14 | 5 | 15 | 6 | ... | ... | ..... |
| 79 Melbourne | 8 | 4 | 20 | ..... | 26 | 24 | 14 | 3 | 14 | 3 | 15 | 7 | ... | ... | ..... |
| 80 Metcalfe | 10 | 10 | 7 | 1 | 22 | 21 | 15 | 1 | 15 | 9 | 15 | 9 | 16 | 11 | ..... |
| 81 Merrickville | 23 | 21 | 14 | ..... | 37 | 21 | 14 | ... | 16 | ... | 16 | ... | ... | ... | ..... |
| 82 Millbrook | 18 | 12 | 22 | ..... | 36 | 41 | 13 | 8 | 14 | 6 | 15 | 7 | ... | ... | ..... |
| 83 Milton | 19 | 15 | 31 | ..... | 46 | 45 | 13 | ... | 15 | ... | 16 | ... | ... | ... | ..... |
| 84 Morewood | 20 | 12 | 21 | ..... | 44 | 35 | 14 | 11 | 16 | 2 | 16 | 9 | ... | ... | ..... |
| 85 Mount Albert | 22 | 16 | 25 | ..... | ..... | 44 | 14 | 2 | 15 | 1 | 6 | 11 | ... | ... | ..... |
| 86 Munster | 3 | 4 | 16 | ..... | 20 | 14 | 15 | 7 | 14 | 11 | 16 | 9 | ... | ... | ..... |
| 87 New Hamburg | 14 | 11 | 8 | ..... | 21 | 27 | 16 | 3 | 15 | ... | 18 | ... | ... | ... | ..... |
| 88 New Liskeard | 26 | 9 | 6 | 1 | 22 | 34 | 13 | 6 | 15 | 9 | 6 | 4 | 17 | ... | ..... |

* Closed in June, 1910.

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| Schools arranged alphabetically according to Post Offices. | Examination Results. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Candidates for Normal School Entrance, 1910. | Number that passed. | Number that obtained honours. | Number presenting themselves at Normal Schools in Sept., 1910. | Number admitted to Normal Schools. | Candidates for Junior Matriculation, 1910. | Number that passed. | Number that obtained honours. |
| 57 Guelph | | | | | | | | |
| 58 Hanover | 9 | 2 | 1 | 1 | 1 | 5 | 1 | |
| 59 Harrow | 7 | 1 | | 1 | 1 | 14 | 4 | |
| 60 Havelock | 5 | 2 | 1 | | | 3 | 1 | |
| 61 Highgate | 9 | 8 | 4 | 1 | | 2 | 2 | |
| 62 Huntsville | 3 | 2 | | 1 | 1 | 3 | 3 | |
| 63 Jarvis | | | | | | | | |
| 64 Jockvale | 12 | | | | | 2 | | |
| 65 Kars | 4 | 1 | | | | | | |
| 66 Keewatin | 1 | | | | | | | |
| 67 Kenmore | 4 | 1 | | | | | | |
| 68 Kinburn | 2 | | | | | 1 | 1 | |
| 69 Lakefield | | | | | | | | |
| 70 Lanark | 7 | 2 | | 2 | 2 | 3 | 2 | |
| 71*Lansdowne | | | | | | | | |
| 72 Little Current | | | | | | | | |
| 73 Lucknow | 8 | 1 | 1 | 1 | 1 | 3 | 3 | |
| 74 Malakoff | 4 | 2 | 2 | | | 2 | 1 | 1 |
| 75 Manotick | 9 | | | | | | | |
| 76 Manitowaning | | | | | | | | |
| 77 Markdale | | | | | | | | |
| 78 Maxville | 2 | 2 | | | | | | |
| 79 Melbourne | 2 | 1 | | 1 | 1 | | | |
| 80 Metcalfe | 6 | 1 | | | | | | |
| 81 Merrickville | 3 | 3 | 1 | | | 2 | 2 | |
| 82 Millbrook | 5 | | | | | 1 | 1 | |
| 83 Milton | 3 | 2 | | 1 | | 4 | 2 | |
| 84 Morewood | 8 | 3 | | 5 | 5 | | | |
| 85 Mount Albert | 11 | 5 | | 2 | | 2 | 2 | |
| 86 Munster | 3 | 1 | | | | 3 | 1 | |
| 87 New Hamburg | 5 | 4 | 1 | 1 | 1 | 3 | 2 | 1 |
| 88 New Liskeard | 1 | | | | | 3 | 1 | |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Destination of Pupils. | | | | | | Occupation of Parents. | | | | | Value of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agriculture, etc. | Mercantile life. | Teaching. | Other professions. | Mechanical occupations. | Other pursuits. | Agriculture, etc. | Mercantile life. | Professions. | Mechanical occupations. | Other pursuits. | Library. | Scientific apparatus. |
| | | | | | | | | | | | | $ | $ |
| 57 Guelph | 2 | 1 | .... | .... | .... | 3 | 12 | ..... | 3 | 1 | 10 | 119 | 140 |
| 58 Hanover | 4 | 3 | 4 | .... | .... | .... | 9 | 13 | 3 | 16 | 5 | 307 | 309 |
| 59 Harrow | 2 | 5 | 3 | .... | .... | 4 | 21 | 11 | 1 | 6 | 5 | 142 | 130 |
| 60 Havelock | 2 | 1 | 1 | .... | 1 | 6 | 10 | 4 | 2 | ..... | 30 | 200 | 244 |
| 61 Highgate | 1 | 1 | 3 | 3 | .... | 6 | 37 | ..... | 1 | ..... | 12 | 154 | 166 |
| 62 Huntsville | 3 | 2 | 7 | .... | 2 | 5 | 24 | 20 | 10 | 20 | 7 | 296 | 442 |
| 63 Jarvis | .... | .... | .... | .... | 4 | 5 | 20 | 2 | 2 | 7 | 7 | 154 | 199 |
| 64 Jockvale | .... | .... | 1 | .... | .... | .... | 31 | ..... | ..... | ..... | ..... | 68 | 125 |
| 65 Kars | .... | 1 | 2 | .... | 1 | .... | 7 | ..... | ..... | 2 | 5 | 81 | 100 |
| 66 Keewatin | .... | .... | .... | .... | .... | 2 | ..... | 1 | ..... | ..... | 22 | 45 | 192 |
| 67 Kenmore | .... | .... | .... | 1 | .... | .... | 23 | ..... | 1 | 4 | 2 | 114 | 76 |
| 68 Kinburn | 6 | 1 | .... | .... | .... | 2 | 19 | 5 | ..... | 1 | ..... | 162 | 161 |
| 69 Lakefield | .... | 3 | .... | .... | 3 | .... | 15 | 32 | 2 | 6 | ..... | 150 | 227 |
| 70 Lanark | .... | 4 | 7 | 4 | 4 | .... | 32 | 6 | 4 | 16 | 8 | 182 | 258 |
| 71*Lansdowne | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | 18 | 114 |
| 72 Little Current | .... | 1 | 1 | .... | .... | .... | 5 | 12 | 1 | 3 | 2 | 11 | 22 |
| 73 Lucknow | 2 | 1 | 1 | 5 | .... | 2 | 29 | 5 | 8 | 3 | 19 | 327 | 320 |
| 74 Malakoff | .... | .... | 2 | .... | .... | .... | 11 | ..... | ..... | ..... | ..... | 100 | 118 |
| 75 Manotick | 5 | .... | .... | .... | .... | 1 | 27 | 2 | ..... | ..... | 8 | 51 | 95 |
| 76 Manitowaning | .... | 1 | 1 | 1 | .... | 2 | 5 | 6 | ..... | ..... | 5 | 37 | 89 |
| 77 Markdale | .... | .... | .... | .... | .... | .... | 15 | 13 | 5 | 7 | 5 | 173 | 89 |
| 78 Maxville | 4 | 2 | .... | 1 | 4 | 1 | 27 | 11 | 7 | 4 | 4 | 219 | 194 |
| 79 Melbourne | 2 | .... | 1 | .... | .... | 1 | 20 | 4 | 2 | 3 | 3 | 118 | 140 |
| 80 Metcalfe | .... | .... | 2 | 2 | .... | .... | 14 | 5 | 1 | 3 | 5 | 148 | 191 |
| 81 Merrickville | 1 | 5 | 2 | .... | 1 | 6 | 17 | 9 | 5 | 11 | 16 | 253 | 139 |
| 82 Millbrook | 2 | 3 | .... | 1 | .... | 2 | 22 | 18 | 6 | 2 | 4 | 213 | 241 |
| 83 Milton | 1 | 1 | 1 | 1 | 2 | 13 | 16 | 7 | 5 | 15 | 22 | 314 | 306 |
| 84 Morewood | 4 | 2 | 8 | .... | .... | .... | 39 | 7 | 1 | 5 | 1 | 314 | 319 |
| 85 Mount Albert | 3 | 2 | 5 | .... | 1 | 6 | 37 | 8 | 1 | 3 | 14 | 310 | 322 |
| 86 Munster | 2 | .... | .... | 1 | .... | .... | 22 | 1 | ..... | ..... | ..... | 53 | 79 |
| 87 New Hamburg | 1 | 1 | 1 | .... | 2 | .... | 12 | 5 | 4 | 3 | 9 | 173 | 202 |
| 88 New Liskeard | .... | .... | 1 | 1 | .... | 10 | 8 | 5 | 3 | 11 | 15 | 194 | 258 |

* Closed in June, 1910.

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| | Equipment. | | | Fees. | | Total Government grant. |
|---|---|---|---|---|---|---|
| | Maps, charts, globes, etc. | Art models, etc. | Total value of equipment. | Monthly fee of pupils of section. | Monthly fee of other pupils. | |
| | $ | $ | $ | $ c. | $ c. | $ c. |
| 57 | 59 | 15 | 333 | ..... | ..... | 214 60 |
| 58 | 52 | 52 | 720 | 1 00 | 1 00 | 476 75 |
| 59 | 25 | 52 | 349 | ..... | 1 00 | 229 98 |
| 60 | 8 | 8 | 460 | 20 | 40 | 474 83 |
| 61 | 16 | 29 | 365 | 2 50 | 2 50 | 450 05 |
| 62 | 53 | 44 | 835 | 1 00 | 75 | 1,083 94 |
| 63 | 25 | 27 | 405 | 45 | ..... | 226 80 |
| 64 | 3 | 5 | 201 | 50 | ..... | 191 40 |
| 65 | 39 | 10 | 230 | ..... | ..... | 184 96 |
| 66 | 25 | 25 | 287 | ..... | 1 00 | 614 76 |
| 67 | ..... | 10 | 200 | 1 00 | 1 00 | 206 35 |
| 68 | 29 | 29 | 381 | ..... | ..... | 233 51 |
| 69 | 58 | 24 | 459 | ..... | ..... | 442 55 |
| 70 | ..... | ..... | 440 | ..... | 1 00 | 197 51 |
| 71 | 31 | 12 | 175 | ..... | ..... | 182 59 |
| 72 | ..... | ..... | 33 | ..... | ..... | 334 60 |
| 73 | 29 | 22 | 698 | 50 | 1 00 | 512 57 |
| 74 | ..... | ..... | 218 | ..... | ..... | 190 65 |
| 75 | 23 | ..... | 169 | ..... | 50 | 225 37 |
| 76 | 7 | 2 | 135 | 1 00 | 1 00 | 375 26 |
| 77 | 50 | 17 | 329 | 1 00 | 1 00 | * |
| 78 | 4 | 13 | 430 | 50 | 1 00 | 247 40 |
| 79 | 25 | 15 | 298 | ..... | 1 00 | 204 60 |
| 80 | ..... | ..... | 339 | ..... | 1 00 | 245 66 |
| 81 | 25 | 23 | 440 | 50 | 1 00 | 410 15 |
| 82 | 41 | 49 | 544 | ..... | ..... | 348 05 |
| 83 | 80 | 28 | 728 | 70 | 60c.; 1.00 | 493 19 |
| 84 | 51 | 50 | 734 | 1 10 | 1 10 | 528 70 |
| 85 | 53 | 56 | 741 | 1 00 | 1 00 | 385 81 |
| 86 | 3 | ..... | 135 | ..... | ..... | 187 20 |
| 87 | 26 | 27 | 428 | ..... | 75 | 282 73 |
| 88 | 43 | 27 | 522 | ..... | ..... | 1,077 60 |

*Paid Fifth Class Grant in 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Name of School. | Schools under Continuation School Board. | Names and Degrees of Teachers giving whole of time to Continuation School. |
|---|---|---|---|
| 89 North Augusta | 17 Augusta | | Eva M. Ranson |
| | | | Inez G. Stafford |
| 90 North Gower | 6 N. Gower | | Margaret E. Craig |
| 91 Norwich | Norwich | | Melvin Lawr |
| | | | Norma Dunwoodie |
| 92 Odessa | 13 Ernestown | | Margaret Forester |
| 93 Oil Springs | Oil Springs | | R. J. Blake |
| | | | H. E. M. Weatherill |
| 94 Orono | 12 Clarke | | Elsie Mary Wise |
| 95 Paisley | Paisley | | Geo. B. Bell |
| | | | N. D. Morris |
| 96 Pakenham | 4 Pakenham | | Arletta Nelson |
| | | | Mary McCreary |
| 97 Palmerston | Palmerston | | Chas. Cameron |
| | | | Maude Sinclair |
| 98 Parry Sound | Parry Sound | | J. L. Moore, B.A. |
| | | | Alex. Burke |
| | | | Fannie M. Simpson |
| 99 Plattsville | 24 Blenheim | | Wm. P. Downes |
| 100 Port Burwell | 2 Bayham | | Cora Beswick |
| | | | Mina Russell |
| 101 Powassan | Powassan | | Norman A. Irwin |
| 102 Princeton | U. 21 Blenheim | | Grace Wightman |
| 103 Richard's Landing | 1 St. Joseph | 1 | Ida Norton |
| 104 Richmond | Richmond | | Elizabeth J. Fox |
| 105 Ridgeway | 11 Bertie | | Arthur M. Woodley |
| 106 Ripley | 10 Huron | | Annie J. Willoughby |
| 107 Rodney | Rodney | | A. R. McRitchie, B.A. |
| 108 Russell | 2 Russell | | Lillian File |
| 109 Schomberg | 14 King | | Bertha Dell |
| 110 Shelburne | Shelburne | | A. B. Cooper, B.A. |
| | | | J. D. Thompson |
| | | | Minnie H. Tupling |
| 111 Southampton | Southampton | | Isabella E. Dobbie |
| | | | Wilhelmina D. Rutherford |
| 112 Spencerville | 15 Edwardsburg | | Jas. E. Burchell |
| 113 Springfield | Springfield | | A. E. Eastcott |
| 114 Stayner | Stayner | | George Wallace |
| | | | Pearl Zerobia |
| 115 Stella | 1 Amherst Island | | E. S. Mackenzie |
| 116 St. George | 8 S. Dumfries | | A. E. Green |
| 117 Stittsville | 12 Goulburn | | Muriel Fessenden, M.A. |
| 118 Stouffville | Stouffville | | Allan Gilmour, B.A. |
| | | | Reta Hiscock, B.A. |
| 119 Tavistock | Tavistock | | J. J. Edwards, B.A. |
| 120 Teeswater | Teeswater | | Stanley Wightman |

SCHOOLS—Continued.

ending 31st December, 1910.—Continued.

| | Teachers. | | | Attendance and Classification of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number giving whole time. | Professional certificate. | Annual rate of salary. | Total number of pupils enrolled in 1910. | Number of boys. | Number of girls. | Number of pupils from section. | Number from other sections. | Number of other sections represented. |
| | | | $ | | | | | | |
| 89 | 2 | I | 750 | 24 | 12 | 12 | 12 | 12 | 8 |
| | ..... | I | 500 | | | | | | |
| 90 | 1 | I | 900 | 34 | 14 | 20 | 19 | 15 | 4 |
| 91 | 2 | I | 1,000 | 60 | 26 | 34 | 33 | 27 | 5 |
| | ..... | I | 650 | | | | | | |
| 92 | 1 | I | 850 | 35 | 18 | 17 | 23 | 12 | 6 |
| 93 | 2 | I | 950 | 51 | 11 | 40 | 40 | 11 | 8 |
| | ..... | H. S. Asst. | 600 | | | | | | |
| 94 | 1 | I | 750 | 19 | 8 | 11 | 15 | 4 | 3 |
| 95 | 2 | I | 900 | 56 | 20 | 36 | 30 | 26 | 14 |
| | ..... | I | 700 | | | | | | |
| 96 | 2 | I | 850 | 67 | 25 | 42 | 37 | 30 | 6 |
| | ..... | I | 700 | | | | | | |
| 97 | 2 | I | 1,100 | 60 | 22 | 38 | 36 | 24 | 5 |
| | ..... | I | 600 | | | | | | |
| 98 | 3 | H. S. Prin. | 1,400 | 85 | 25 | 60 | 73 | 12 | 3 |
| | ..... | I | 1,150 | | | | | | |
| | ..... | I | 750 | | | | | | |
| 99 | 1 | I | 850 | 45 | 16 | 29 | 27 | 18 | 7 |
| 100 | 2 | I | 800 | 31 | 10 | 21 | 13 | 18 | 2 |
| | ..... | I | 650 | | | | | | |
| 101 | 1 | I | 850 | 31 | 8 | 23 | 25 | 6 | 5 |
| 102 | 1 | I | 700 | 27 | 14 | 13 | 24 | 3 | 2 |
| 103 | 1 | I | 800 | 27 | 5 | 22 | 25 | 2 | 1 |
| 104 | 1 | I | 700 | 31 | 13 | 18 | 23 | 8 | 6 |
| 105 | 1 | I | 1,100 | 25 | 11 | 14 | 15 | 10 | 4 |
| 106 | 1 | I | 800 | 27 | 6 | 21 | 14 | 13 | 7 |
| 107 | 1 | H. S. Prin. | 1,200 | 35 | 15 | 20 | 35 | ..... | ..... |
| 108 | 1 | I | 750 | 23 | 11 | 12 | 23 | ..... | ..... |
| 109 | 1 | I | 700 | 14 | 7 | 7 | 12 | 2 | 2 |
| 110 | 3 | H. S. Prin. | 1,400 | 67 | 26 | 41 | 38 | 29 | 16 |
| | ..... | I | 600 | | | | | | |
| | ..... | H. S. Asst. | 700 | | | | | | |
| 111 | 2 | I | 900 | 39 | 14 | 25 | 36 | 3 | 3 |
| | ..... | I | 600 | | | | | | |
| 112 | 1 | I | 1,000 | 45 | 24 | 21 | 17 | 28 | 7 |
| 113 | 1 | I | 1,000 | 29 | 13 | 16 | 21 | 8 | 3 |
| 114 | 2 | I | 975 | 76 | 40 | 36 | 44 | 32 | 12 |
| | ..... | I | 600 | | | | | | |
| 115 | 1 | I | 600 | 13 | 4 | 9 | 6 | 7 | 4 |
| 116 | 1 | I | 750 | 31 | 19 | 12 | 15 | 16 | 5 |
| 117 | 1 | I | 650 | 21 | 9 | 12 | 2 | 19 | 7 |
| 118 | 2 | I | 900 | 62 | 36 | 26 | 40 | 20 | 10 |
| | ..... | I | 700 | | | | | | |
| 119 | 1 | H. S. Asst. | 1,100 | 25 | 17 | 8 | 18 | 7 | 2 |
| 120 | 1 | I | 1,000 | 47 | 23 | 24 | 25 | 22 | 8 |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Attendance and Classification of Pupils.—Continued. | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of pupils in Form I (Lower School). | Number in Form II (Lower School). | Number in Form III (Middle School). | Number in Form IV. (Upper School). | Number of pupils enrolled 1st half year. | Number enrolled 2nd half year. | Average age of latter, Sept. 1st, 1910, Form I. | | Average age of latter, Sept. 1st, 1910, Form II. | | Average age of latter, Sept. 1st, 1910, Form III. | | Average age of latter, Sept. 1st, 1910, Form IV. | | Number of pupils taking agriculture or school gardening. |
| | | | | | | | y. | m. | y. | m. | y. | m. | y. | m. | |
| 89 North Augusta.. | 9 | 6 | 9 | ..... | 18 | 19 | 14 | ... | 15 | ... | 16 | ... | ... | ... | ..... |
| 90 North Gower.... | 6 | 10 | 18 | ..... | 27 | 25 | 14 | 5 | 15 | ... | 16 | 8 | ... | ... | ..... |
| 91 Norwich..... | 34 | 11 | 15 | ..... | 41 | 48 | 14 | ... | 15 | 1 | 17 | 1 | ... | ... | ..... |
| 92 Odessa..... | 7 | 11 | 17 | ..... | 28 | 28 | 13 | 8 | 15 | 2 | 16 | 2 | ... | ... | ..... |
| 93 Oil Springs..... | 24 | 16 | 11 | ..... | 37 | 34 | 14 | ... | 15 | 2 | 17 | 1 | ... | ... | ..... |
| 94 Orono..... | 11 | 8 | ..... | ..... | 3 | 19 | 14 | 7 | 15 | 10 | ... | ... | ... | ... | ..... |
| 95 Paisley..... | 33 | 11 | 12 | ..... | 36 | 47 | 15 | 6 | 16 | 1 | 17 | 3 | ... | ... | ..... |
| 96 Pakenham..... | 32 | 13 | 22 | ..... | 48 | 47 | 14 | 4 | 15 | 8 | 14 | 7 | ... | ... | ..... |
| 97 Palmerston..... | 11 | 27 | 22 | ..... | 48 | 45 | 13 | 4 | 14 | 11 | 16 | 8 | ... | ... | ..... |
| 98 Parry Sound.... | 45 | 27 | 13 | ..... | 52 | 64 | 15 | ... | 14 | 8 | 16 | 5 | ... | ... | ..... |
| 99 Plattsville ..... | 14 | 10 | 21 | ..... | 33 | 30 | 13 | ... | 14 | ... | 16 | ... | ... | ... | ..... |
| 100 Port Burwell... | 8 | 10 | 13 | ..... | 21 | 26 | 14 | ... | 15 | ... | 16 | 7 | ... | ... | ..... |
| 101 Powassan..... | 16 | 9 | 6 | ..... | 26 | 20 | 15 | 8 | 15 | 8 | 15 | 9 | ... | ... | ..... |
| 102 Princeton ..... | 12 | 7 | 8 | ..... | 23 | 14 | 15 | 6 | 14 | 6 | 15 | 9 | ... | ... | ..... |
| 103 Richard's Ldg.. | 12 | 7 | 8 | ..... | 16 | 23 | 14 | ... | 15 | ... | 17 | ... | ... | ... | ..... |
| 104 Richmond ..... | 6 | 8 | 17 | ..... | 21 | 26 | 14 | ... | 15 | ... | 16 | ... | ... | ... | 9 |
| 105 Ridgeway ..... | 10 | 5 | 10 | ..... | 16 | 20 | 13 | 9 | 15 | 1 | 16 | 6 | ... | ... | ..... |
| 106 Ripley..... | 5 | 6 | 16 | ..... | 20 | 21 | 14 | 10 | 18 | ... | 17 | ... | 16 | 7 | ..... |
| 107 Rodney..... | 3 | 6 | 26 | ..... | 27 | 22 | 13 | 11 | 14 | 4 | 15 | 6 | 15 | 2 | 1 |
| 108 Russell..... | 1 | 12 | 10 | ..... | 22 | 18 | 12 | 10 | 15 | 2 | 17 | 10 | ... | ... | ..... |
| 109 Schomberg ..... | 4 | 10 | ..... | ..... | 10 | 14 | 13 | 3 | 14 | 4 | ... | ... | ... | ... | ..... |
| 110 Shelburne..... | 24 | 22 | 21 | ..... | 45 | 52 | 14 | 10 | 16 | 9 | 17 | 4 | ... | ... | ..... |
| 111 Southampton... | 16 | 9 | 14 | ..... | 29 | 32 | 14 | 6 | 15 | 3 | 16 | ... | ... | ... | ..... |
| 112 Spencerville.... | 11 | 15 | 19 | ..... | 37 | 31 | 14 | 1 | 14 | 10 | 16 | 10 | ... | ... | ..... |
| 113 Springfield..... | 6 | 10 | 13 | ..... | 21 | 18 | 13 | ... | 15 | ... | 16 | ... | ... | ... | ..... |
| 114 Stayner..... | 23 | 29 | 24 | ..... | 65 | 56 | 14 | 5 | 14 | 6 | 15 | 9 | ... | ... | ..... |
| 115 Stella..... | 2 | 3 | 8 | ..... | 13 | 13 | 13 | 1 | 13 | 10 | 16 | 1 | ... | ... | ..... |
| 116 St George..... | 10 | 11 | 10 | ..... | 20 | 19 | 13 | 5 | 17 | 2 | 16 | 1 | ... | ... | ..... |
| 117 Stittsville..... | 8 | 6 | 7 | ..... | 18 | 11 | 13 | ... | 15 | 10 | 15 | 11 | ... | ... | ..... |
| 118 Stouffville..... | 30 | 17 | 15 | ..... | 41 | 47 | 13 | 7 | 15 | 7 | 17 | 1 | ... | ... | ..... |
| 119 Tavistock ..... | 6 | 9 | 10 | ..... | 19 | 16 | 14 | 8 | 15 | 6 | 16 | 7 | ... | ... | ..... |
| 120 Teeswater..... | 18 | 10 | 19 | ..... | 32 | 32 | 13 | 10 | 15 | 2 | 16 | 9 | ... | ... | ..... |

SCHOOLS.—Continued.

ending 31st December, 1910.—Continued.

| Schools arranged alphabetically according to Post Offices. | Examination Results. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Candidates for Normal School Entrance, 1910. | Number that passed. | Number that obtained honours. | Number presenting themselves at Normal Schools in Sept., 1910. | Number admitted to Normal Schools. | Candidates for Junior Matriculation, 1910. | Number that passed. | Number that obtained honours. |
| 89 North Augusta | 2 | 1 | | | | 2 | 1 | |
| 90 N. Gower | 7 | 2 | | 2 | 2 | 1 | 1 | |
| 91 Norwich | 10 | 4 | 1 | | | 4 | 3 | |
| 92 Odessa | 1 | | | | | 5 | 1 | |
| 93 Oil Springs | 9 | 4 | | 1 | | | | |
| 94 Orono | | | | | | | | |
| 95 Paisley | 8 | 5 | 1 | 3 | 3 | 3 | 3 | 1 |
| 96 Pakenham | 6 | 1 | | | | 3 | 2 | |
| 97 Palmerston | 10 | 3 | | 1 | | 9 | 5 | |
| 98 Parry Sound | 2 | 1 | | 1 | 1 | 1 | 1 | |
| 99 Plattsville | 12 | 7 | 3 | 4 | 3 | 5 | 4 | |
| 100 Port Burwell | 1 | | | | | 1 | | |
| 101 Powassan | 3 | | | | | | | |
| 102 Princeton | 1 | | | | | 1 | 1 | |
| 103 Richard's Ldg | | | | | | | | |
| 104 Richmond | 3 | 2 | 2 | | | 2 | 2 | |
| 105 Ridgeway | | | | | | 1 | 1 | |
| 106 Ripley | 4 | 2 | | 1 | 1 | | | |
| 107 Rodney | 9 | 1 | | | | | | |
| 108 Russell | | | | | | | | |
| 109 Schomberg | | | | | | | | |
| 110 Shelburne | 5 | 3 | 1 | | | 1 | 1 | |
| 111 Southampton | 1 | 1 | | 1 | 1 | | | |
| 112 Spencerville | 9 | 4 | 1 | | | 6 | 4 | |
| 113 Springfield | | | | | | | | |
| 114 Stayner | 9 | 3 | | | | 2 | 1 | |
| 115 Stella | 1 | | | | | | | |
| 116 St. George | 2 | | | | | 4 | 4 | |
| 117 Stittsville | 3 | 1 | | | | | | |
| 118 Stouffville | 5 | | | | | 1 | | |
| 119 Tavistock | 5 | 1 | 1 | | | 6 | 1 | 1 |
| 120 Teeswater | 7 | 6 | 2 | | | 5 | 3 | |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices, | Destination of Pupils. | | | | | | Occupation of Parents. | | | | | Value of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agriculture, etc. | Mercantile life. | Teaching. | Other professions. | Mechanical occupations. | Other pursuits. | Agriculture, etc. | Mercantile life. | Professions. | Mechanical occupations. | Other pursuits. | Library. | Scientific apparatus. |
| | | | | | | | | | | | | $ | $ |
| 89 North Augusta | .... | 2 | 1 | .... | 1 | 1 | 15 | 2 | ..... | 2 | 5 | 125 | 128 |
| 90 North Gower | 1 | .... | 5 | 1 | .... | 1 | 20 | 2 | 4 | 2 | 6 | 85 | 88 |
| 91 Norwich | 5 | 3 | .... | 2 | .... | 5 | 25 | 15 | 3 | 9 | 8 | 235 | 125 |
| 92 Odessa | .... | .... | 1 | .... | .... | 6 | 21 | ..... | 2 | 9 | 3 | 300 | 161 |
| 93 Oil Springs | .... | 5 | 5 | .... | .... | 7 | 23 | 8 | 1 | 17 | 2 | 151 | 224 |
| 94 Orono | .... | .... | .... | .... | .... | .... | 8 | 5 | ..... | 6 | ..... | 96 | 61 |
| 95 Paisley | .... | .... | 3 | .... | .... | .... | 26 | 7 | 5 | 12 | 6 | 316 | 465 |
| 96 Pakenham | 6 | 5 | .... | .... | 1 | 2 | 43 | 6 | 5 | 6 | 7 | 139 | 93 |
| 97 Palmerston | 1 | 1 | 3 | .... | .... | 1 | 21 | 8 | 2 | 6 | 23 | 305 | 303 |
| 98 Parry Sound | .... | 5 | 3 | 1 | 2 | 14 | 14 | 10 | 5 | 50 | 6 | 346 | 488 |
| 99 Plattsville | 2 | 1 | 3 | .... | .... | .... | ..... | 1 | 6 | 8 | 30 | 90 | 119 |
| 100 Port Burwell | 7 | .... | .... | .... | .... | .... | 18 | 6 | 2 | 4 | 1 | 162 | 156 |
| 101 Powassan | .... | 1 | 5 | .... | .... | .... | 7 | 9 | 1 | 8 | 6 | 50 | 200 |
| 102 Princeton | 10 | .... | 2 | .... | .... | 1 | 17 | 3 | 2 | 1 | 4 | 236 | 164 |
| 103 Richard's Landing | .... | 2 | .... | .... | .... | 1 | 16 | 3 | 2 | 4 | 2 | 88 | 100 |
| 104 Richmond | .... | .... | 1 | .... | .... | 2 | 18 | 3 | 4 | ..... | 6 | 131 | 97 |
| 105 Ridgeway | .... | 2 | .... | 2 | .... | .... | 14 | 5 | ..... | 1 | 5 | 80 | 164 |
| 106 Ripley | 1 | 2 | 1 | .... | .... | .... | 16 | 3 | 1 | 2 | 5 | 226 | 263 |
| 107 Rodney | 8 | 1 | .... | 4 | .... | .... | 23 | 5 | 1 | 5 | 1 | 157 | 187 |
| 108 Russell | 3 | .... | .... | 1 | .... | 1 | 14 | 1 | ..... | 1 | 7 | 105 | 73 |
| 109 Schomberg | 1 | .... | .... | .... | .... | 3 | 4 | 2 | 1 | ..... | 7 | 94 | 133 |
| 110 Shelburne | 2 | 4 | .... | 1 | 4 | 4 | 34 | 12 | 2 | 9 | 10 | 309 | 455 |
| 111 Southampton | .... | .... | 1 | 2 | 1 | 2 | 4 | 5 | 2 | 11 | 17 | 260 | 218 |
| 112 Spencerville | 4 | 1 | 2 | .... | .... | 5 | 25 | 3 | 9 | 5 | 3 | 101 | 183 |
| 113 Springfield | 4 | 1 | .... | .... | .... | 2 | 13 | 2 | 2 | ..... | 12 | 155 | 128 |
| 114 Stayner | 5 | 5 | 4 | .... | 5 | .... | 33 | 6 | 15 | 9 | 13 | 155 | 264 |
| 115 Stella | .... | .... | .... | .... | .... | 1 | 10 | 1 | 1 | ..... | 1 | 5 | 30 |
| 116 St. George | 1 | 2 | .... | .... | .... | 9 | 21 | 2 | ..... | 2 | 6 | 170 | 151 |
| 117 Stittsville | .... | .... | .... | .... | .... | 10 | 13 | 1 | ..... | 3 | 4 | 53 | 83 |
| 118 Stouffville | 8 | 5 | .... | .... | .... | .... | 26 | 14 | 8 | 6 | 8 | 76 | 151 |
| 119 Tavistock | 1 | 3 | .... | .... | 1 | .... | 7 | 6 | 2 | 3 | 7 | 158 | 227 |
| 120 Teeswater | 4 | 3 | 3 | 1 | .... | 3 | 22 | 8 | 2 | 5 | 10 | 200 | 206 |

SCHOOLS—Concluded.

ending 31st December, 1910.—Concluded.

| | Equipment. | | | Fees. | | |
|---|---|---|---|---|---|---|
| | Maps, charts, globes, etc. | Art models, etc. | Total value of equipment. | Monthly fee of pupils of Section. | Monthly fee of other pupils. | Total Government grant. |
| | $ | $ | $ | $ c. | $ c. | $ c. |
| 89 | 41 | 15 | 309 | 1 00 | 1 00 | 232 05 |
| 90 | 7 | 17 | 197 | ..... | ..... | 205 75 |
| 91 | 10 | 15 | 385 | 1 00 | 2 00 | 424 60 |
| 92 | 50 | 25 | 536 | ..... | 50 | * |
| 93 | 25 | 25 | 425 | 50 | 1 00 | 455 70 |
| 94 | 18 | 15 | 190 | ..... | ..... | * |
| 95 | 56 | 63 | 900 | 50, 50; 1 25 | $1.00, $1.00. 1 25 | 474 55 |
| 96 | 58 | 24 | 314 | 1 00 | 1 00 | 394 97 |
| 97 | 58 | 40 | 706 | 50 | 50 | 475 50 |
| 98 | 77 | 59 | 970 | ..... | 1 00 | 1,683 10 |
| 99 | 43 | 32 | 284 | 50 | 1 00 | 241 25 |
| 100 | 10 | 26 | 354 | ..... | 50 | 216 70 |
| 101 | 19 | 6 | 275 | 1 00 | 1 50 | 471 20 |
| 102 | 26 | 32 | 458 | ..... | 50 | 233 61 |
| 103 | 20 | 15 | 223 | 50 | 1 00 | 419 90 |
| 104 | 10 | 24 | 262 | 50 | 1 00 | 192 51 |
| 105 | 5 | 27 | 276 | ..... | 1 00 | 287 12 |
| 106 | 43 | 38 | 570 | 50 | 50 | 275 30 |
| 107 | 80 | 25 | 449 | ..... | ..... | 340 00 |
| 108 | 52 | 24 | 254 | 1 00 | 1 00 | 201 10 |
| 109 | 23 | 2 | 252 | 1 00 | 1 00 | 184 95 |
| 110 | 78 | 74 | 916 | 1 00 | 1 00 | 692 09 |
| 111 | 63 | 26 | 567 | 80 | 80 | 427 61 |
| 112 | 36 | 31 | 351 | 1 00 | 1 00 | 298 73 |
| 113 | 15 | 17 | 315 | 1 00 | 1 00 | 206 30 |
| 114 | 70 | 30 | 519 | 50 | 1 00 | 425 55 |
| 115 | ..... | 6 | 41 | 3 00 | 3 00 | 142 46 |
| 116 | 34 | 30 | 385 | ..... | 25 | 238 36 |
| 117 | ..... | 30 | 166 | ..... | ..... | 208 02 |
| 118 | 40 | 32 | 299 | 1 00 | 1 00 | 424 50 |
| 119 | 52 | 24 | 461 | 2 00 | 3 00 | 305 15 |
| 120 | 48 | 25 | 479 | Fm. I 1.50; II 1.50; III 1.50 | I $1,50; II 1.50; III 1.50 | 312 45 |

*Paid Fifth Class Grant in 1910.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Office. | Name of School. | Schools under Continuation School Board. | Names and Degrees of Teachers giving whole of time to Continuation School. |
|---|---|---|---|
| 121 Thamesville | Thamesville | | J. G. Cameron<br>Mrs. M. E. O. Edgar |
| 122 Thessalon | Thessalon | | G. B. McQuarrie, B.A.<br>E. S. McKinnon |
| 123 Thornbury | Thornbury | | R. H. Carbert<br>Clara McTaggart |
| 124 Tilbury | Tilbury | | A. F. Hare<br>Elsie C. Cowie |
| 125 Tottenham | Tottenham | | Annie Guilfoyle<br>I. O. Matson |
| 126 Tweed | Tweed | | A. Wilson, M.A.<br>E. Hanna |
| 127 Wallaceburg | Wallaceburg | | E. U. Dickinson, B.A.<br>Hattie Tremeer |
| 128 Warkworth | 2 Percy | | H. L. Smith<br>Lucie A. Towle |
| 129 Webbwood | Webbwood | | Mary Sinclair, B.A. |
| 130 West Lorne | West Lorne | | G. J. Kotzenmeyer |
| 131 Westmeath | 2 Westmeath | | Roland D. Webb |
| 132 Westport | Westport | | Gertrude Griffiths |
| 133 Winchester | Winchester | 1 | E. J. Keenan<br>Miss A. J. McIntosh |
| 134 Woodbridge | Woodbridge | | Chas. F. Price, B.A.<br>Mary Scanlon |
| 135 Wroxeter | Wroxeter | | Bessie R. Hull |
| 136*Amherstburg | Amherstburg, R.C. Sep. | | Sister M. Ethelbert<br>Sister M. Teresa |
| 137 Eganville | Eganville, " | | Sister Ernestine |
| 138 Westport | Westport, " | | Sister St. Andrew |
| Totals, 1910 | | 9 | |
| Totals, 1909 | | | |
| Increases | | | |
| Decreases | | | |

* Closed in June, 1910.

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| | Teachers. | | | Attendance and Classification of Pupils. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number giving whole time. | Professional certificate. | Annual rate of salary. | Total number of pupils enrolled, 1910. | Number of boys. | Number of girls. | Number of pupils from section. | Number from other sections. | Number of other sections represented. |
| | | | $ | | | | | | |
| 121 | 2 | II | 1,000 | 67 | 29 | 38 | 47 | 20 | 9 |
| | ..... | I | 600 | | | | | | |
| 122 | 2 | H. S. Asst. | 1,100 | 45 | 16 | 29 | 36 | 9 | 4 |
| | ..... | I | 800 | | | | | | |
| 123 | 2 | I | 850 | 36 | 14 | 22 | 20 | 16 | 5 |
| | ..... | I | 550 | | | | | | |
| 124 | 2 | I | 1,050 | 31 | 14 | 17 | 20 | 11 | 6 |
| | ..... | I | 625 | | | | | | |
| 125 | 2 | I | 500 | 69 | 29 | 40 | 31 | 38 | 13 |
| | ..... | I | 600 | | | | | | |
| 126 | 2 | I | 1,000 | 48 | 17 | 31 | 35 | 13 | 5 |
| | ..... | I | 550 | | | | | | |
| 127 | 2 | I | 1,250 | 84 | 35 | 49 | 69 | 15 | 7 |
| | ..... | I | 750 | | | | | | |
| 128 | 2 | H. S. Asst. | 800 | 47 | 24 | 23 | 19 | 28 | 13 |
| | ..... | H. S. Asst. | 600 | | | | | | |
| 129 | 1 | I | 800 | 5 | 3 | 2 | 5 | ..... | ..... |
| 130 | 1 | I | 1,000 | 20 | 9 | 11 | 14 | 6 | 4 |
| 131 | 1 | I | 700 | 24 | 7 | 17 | 12 | 12 | 4 |
| 132 | 1 | I | 800 | 24 | 5 | 19 | 17 | 7 | 7 |
| 133 | 2 | I | 1,000 | 70 | 37 | 33 | 59 | 11 | 6 |
| | ..... | I | 650 | | | | | | |
| 134 | 2 | II | 700 | 31 | 15 | 16 | 22 | 9 | 5 |
| | ..... | H. S. Asst. | 650 | | | | | | |
| 135 | 1 | I | 900 | 21 | 10 | 11 | 16 | 5 | 4 |
| 136 | 2 | II | 400 | ..... | ..... | ..... | ..... | ..... | ..... |
| | ..... | II | 250 | | | | | | |
| 137 | 1 | II | 700 | 39 | 13 | 26 | 22 | 17 | 15 |
| 138 | 1 | II | 400 | 27 | 12 | 15 | 20 | 7 | 5 |
| | 215 | ..... | † | 5,917 | 2,543 | 3,374 | 3,865 | 2,052 | 868 |
| | 185 | ..... | ‡ | 5,866 | 2,494 | 3,372 | 3,841 | 2,025 | 792 |
| | 30 | ..... | ..... | 51 | 49 | 2 | 24 | 27 | 76 |
| | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

† Average salary, Principal, in 1910, $892; average salary, Assistant, $637.
‡ Average salary, Principal, in 1909, $828; average salary, Assistant, $592.

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Attendance and Classification of Pupils. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of pupils in Form I (Lower School). | Number in Form II (Lower School). | Number in Form III (Middle School), | Number in Form IV (Upper School). | Number of pupils enrolled 1st half year. | Number enrolled 2nd half year. | Average age of latter, Sept. 1st, 1910, Form I. | | Average age of latter, Sept. 1st, 1910, Form II. | | Average age of latter, Sept. 1st, 1910, Form III. | | Average age of latter, Sept. 1st, 1910, Form IV. | | Number of pupils taking agriculture or school gardening. |
| | | | | | | | y. | m. | y. | m. | y. | m. | y. | m. | |
| 121 Thamesville.... | 18 | 33 | 16 | .... | 46 | 44 | 14 | 3 | 16 | 1 | 17 | 7 | ... | ... | ..... |
| 122 Thessalon..... | 15 | 19 | 11 | .... | 31 | 31 | 14 | 6 | 16 | 9 | 18 | 4 | ... | ... | ..... |
| 123 Thornbury ..... | 22 | 9 | 5 | .... | 26 | 24 | 14 | ... | 15 | 5 | 16 | 4 | ... | ... | ..... |
| 124 Tilbury ..... | 5 | 15 | 11 | .... | 25 | 25 | 14 | 9 | 15 | 1 | 15 | 3 | ... | ... | ..... |
| 125 Tottenham ..... | 27 | 19 | 23 | .... | 54 | 49 | 14 | 4 | 14 | 3 | 15 | 4 | ... | ... | ..... |
| 126 Tweed ..... | 15 | 19 | 14 | .... | 34 | 48 | 14 | ... | 15 | ... | 16 | ... | ... | ... | ..... |
| 127 Wallaceburg ... | 29 | 25 | 30 | .... | 59 | 61 | 14 | 4 | 14 | 10 | 16 | 2 | ... | ... | ..... |
| 128 Warkworth .... | 7 | 12 | 28 | .... | 38 | 31 | 14 | 10 | 15 | 3 | 17 | 1 | 16 | 2 | ..... |
| 129 Webbwood ..... | 5 | ..... | ..... | .... | ..... | 5 | 15 | 6 | ... | ... | ... | ... | ... | ... | ..... |
| 130 West Lorne .... | 7 | 6 | 7 | .... | 16 | 16 | 12 | 6 | 13 | 6 | 14 | 5 | ... | ... | ..... |
| 131 Westmeath..... | 9 | 6 | 9 | .... | ..... | 24 | 15 | 1 | 15 | 3 | 15 | 10 | ... | ... | ..... |
| 132 Westport..... | 4 | 12 | 8 | .... | 23 | 24 | 15 | 6 | 15 | 5 | 16 | 3 | ... | ... | ..... |
| 133 Winchester..... | 36 | 16 | 18 | .... | 60 | 44 | 14 | 8 | 15 | 2 | 16 | 1 | ... | ... | ..... |
| 134 Woodbridge .... | 11 | 8 | 12 | .... | 24 | 21 | 14 | 3 | 14 | 5 | 15 | 3 | ... | ... | ..... |
| 135 Wroxeter ..... | 18 | 3 | ..... | .... | ..... | 21 | 14 | 3 | 15 | 2 | ... | ... | ... | ... | ..... |
| 136*Amherstburg... | ..... | ..... | ..... | .... | ..... | .... | ... | ... | ... | ... | ... | ... | ... | ... | ..... |
| 137 Eganville ..... | 15 | 18 | 6 | .... | 27 | 27 | 14 | 2 | 14 | 4 | 15 | 6 | ... | ... | 39 |
| 138 Westport..... | 9 | 6 | 12 | .... | 27 | 22 | 15 | 10 | 16 | 5 | 18 | 2 | ... | ... | ..... |
| Totals, 1910.... | 2,244 | 1,740 | 1,923 | 10 | 4,186 | 4174 | ... | ... | ... | ... | ... | ... | ... | ... | 148 |
| Totals, 1909.... | 2,254 | 1,701 | 1,884 | 27 | 4,164 | 4400 | ... | ... | ... | ... | ... | ... | ... | ... | 192 |
| Increases ..... | ..... | 39 | 39 | .... | 22 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ..... |
| Decreases ..... | 10 | ..... | ..... | 17 | ..... | 226 | ... | ... | ... | ... | ... | ... | ... | ... | 44 |

*Closed in June, 1910.

SCHOOLS—Continued

ending 31st December, 1910.—Continued.

| Schools arranged alphabetically according to Post Offices. | Examination Results. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Candidates for Normal School entrance, 1910. | Number that passed. | Number that obtained honours. | Number presenting themselves at Normal Schools in Sept., 1910. | Number admitted to Normal Schools. | Candidates for Junior Matriculation, 1910. | Number that passed. | Number that obtained honours. |
| 121 Thamesville | 3 | 1 | ..... | 1 | 1 | 3 | 2 | ..... |
| 122 Thessalon | 3 | ..... | ..... | ..... | ..... | 2 | 2 | ..... |
| 123 Thornbury | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 124 Tilbury | 2 | 1 | ..... | 1 | 1 | 2 | 1 | ..... |
| 125 Tottenham | 9 | 4 | ..... | ..... | ..... | 4 | 2 | ..... |
| 126 Tweed | 4 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| 127 Wallaceburg | 6 | 3 | ..... | 5 | 5 | 2 | 2 | ..... |
| 128 Warkworth | 12 | 6 | 1 | 1 | ..... | 5 | 2 | ..... |
| 129 Webbwood | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 130 West Lorne | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 131 Westmeath | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| 132 Westport | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 133 Winchester | 5 | 3 | ..... | ..... | ..... | 5 | 4 | ..... |
| 134 Woodbridge | 2 | 1 | ..... | 1 | 1 | ..... | ..... | ..... |
| 135 Wroxeter | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 136 Amherstburg, (R.C. Sep) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 137 Eganville ( " ) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 138 Westport ( " ) | 8 | 2 | ..... | 2 | 2 | 2 | 1 | ..... |
| Totals, 1910 | 589 | 228 | 49 | 76 | 58 | 267 | 149 | 5 |
| Totals, 1909 | 609 | 206 | 44 | 63 | 47 | 269 | 129 | 8 |
| Increases | ..... | 22 | 5 | 13 | 11 | ..... | 20 | ..... |
| Decreases | 20 | ..... | ..... | ..... | ..... | 2 | ..... | 3 |

CONTINUATION

Statistics for the year

| Schools arranged alphabetically according to Post Offices. | Destination of Pupils. | | | | | | Occupation of Parents. | | | | | Value of | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agriculture, etc. | Mercantile life. | Teaching. | Other professions. | Mechanical occupations. | Other pursuits. | Agriculture, etc. | Mercantile life. | Professions. | Mechanical occupations. | Other pursuits. | Library. | Scientific apparatus. |
| | | | | | | | | | | | | $ | $ |
| 121 Thamesville | 2 | 2 | 2 | 4 | .... | 3 | 34 | 6 | 2 | 3 | 22 | 201 | 177 |
| 122 Thessalon | 2 | 6 | .... | .... | 1 | 5 | 10 | 7 | 6 | 12 | 10 | 183 | 225 |
| 123 Thornbury | 1 | 1 | .... | 2 | 1 | 5 | 18 | 6 | 1 | 3 | 8 | 78 | 181 |
| 124 Tilbury | 1 | 4 | 1 | .... | .... | .... | 13 | 8 | 5 | 2 | 3 | 153 | 176 |
| 125 Tottenham | .... | .... | .... | 7 | .... | .... | 29 | 6 | 3 | 10 | 21 | 175 | 293 |
| 126 Tweed | .... | .... | .... | .... | .... | .... | 13 | 12 | 6 | 6 | 11 | 156 | 201 |
| 127 Wallaceburg | .... | 2 | 1 | .... | 1 | 16 | 20 | 11 | 8 | 14 | 31 | 327 | 330 |
| 128 Warkworth | 1 | 2 | 1 | .... | .... | 12 | 25 | 2 | 3 | 6 | 11 | 280 | 320 |
| 129 Webbwood | .... | .... | .... | .... | .... | .... | ..... | 4 | 1 | ..... | ..... | 23 | 67 |
| 130 West Lorne | 2 | 1 | .... | 1 | 1 | 1 | 5 | 5 | 1 | 4 | 5 | 162 | 175 |
| 131 Westmeath | .... | .... | .... | .... | .... | .... | 18 | 6 | ..... | ..... | ..... | 48 | 45 |
| 132 Westport | .... | 1 | .... | 1 | .... | .... | 7 | 3 | ..... | 8 | 6 | 208 | 150 |
| 133 Winchester | .... | 1 | .... | 1 | .... | 2 | 26 | 10 | 1 | 8 | 25 | 270 | 260 |
| 134 Woodbridge | .... | .... | 1 | .... | .... | .... | 21 | 4 | 2 | 3 | 1 | 104 | 132 |
| 135 Wroxeter | .... | .... | 6 | 15 | .... | .... | 11 | 4 | ..... | ..... | 6 | 64 | 83 |
| 136*Amherstburg R.C. Separate | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | 250 | 623 |
| 137 Eganville R.C. Separate | .... | .... | 4 | .... | .... | 3 | 18 | 6 | 3 | 5 | 7 | 261 | 150 |
| 138 Westport R.C. Separate | .... | .... | 2 | 2 | .... | 1 | 14 | 6 | ..... | 3 | 4 | 155 | 149 |
| Totals, 1910 | 249 | 214 | 194 | 109 | 84 | 414 | 2,589 | 894 | 366 | 858 | 1,210 | 22,197 | 27,534 |
| Totals, 1909 | 279 | 166 | 163 | 86 | 86 | 413 | 2,478 | 855 | 343 | 889 | 1,301 | 19,201 | 23,205 |
| Increases | .... | 48 | 31 | 23 | .... | 1 | 111 | 39 | 23 | ..... | ..... | 2,996 | 4,329 |
| Decreases | 30 | .... | .... | .... | 2 | .... | ..... | ..... | .... | 31 | 91 | ..... | ..... |

* Closed in June, 1910.

SCHOOLS—Concluded.

ending 31st December, 1910—Concluded.

| | Equipment. | | | Fees. | | |
|---|---|---|---|---|---|---|
| | Maps, charts, globes, etc. | Art models, etc | Total value of equipment. | Monthly fee of pupil of section. | Monthly fee of other pupils. | Total Government grant. |
| | $ | $ | $ | $ c. | $ c. | $ c. |
| 121 | 37 | 28 | 443 | ..... | 1 00 | 449 35 |
| 122 | 50 | 25 | 483 | ..... | ..... | 625 70 |
| 123 | 90 | 23 | 372 | 50 | 50 | 320 65 |
| 124 | 24 | 28 | 381 | 1 00 | 1 00 | 444 25 |
| 125 | 51 | 67 | 586 | 1 00 | 1 00 | 391 50 |
| 126 | 32 | 25 | 414 | 50 | 1 00 | 266 81 |
| 127 | 68 | 56 | 781 | ..... | 1 00 | 622 00 |
| 128 | 51 | 50 | 701 | 1 10 | 1 00 | 405 45 |
| 129 | 10 | 20 | 120 | ..... | ..... | * |
| 130 | 30 | 25 | 392 | ..... | ..... | 251 70 |
| 131 | 20 | 5 | 118 | 1 00 | 1 00 | * |
| 132 | 25 | 23 | 406 | ..... | 50 | 278 19 |
| 133 | 55 | 35 | 620 | ..... | 1 00 | 503 50 |
| 134 | 54 | 2 | 292 | 1 00 | 1 00 | 376 38 |
| 135 | 14 | 6 | 167 | I 50; II 75; III 1.00 | I 60; II 85; III 1.25 | * |
| 136 | 60 | 25 | 958 | ..... | ..... | 318 75 |
| 137 | 60 | 25 | 496 | ..... | ..... | 229 96 |
| 138 | 23 | 26 | 353 | ..... | 50 | 147 05 |
| | 4,526 | 3,449 | 57,706 | ..... | ..... | †48,588 09 |
| | 3,801 | 3,043 | 49,250 | ..... | ..... | 40,222 61 |
| | 725 | 406 | 8,456 | ..... | ..... | ..... |
| | ..... | ..... | ..... | ..... | ..... | ..... |

* Paid Fifth Class grant in 1910.

† In addition to this amount, the sum of $112.65 was paid to Vernon Continuation School, which was closed early in the year.

LIST OF CONTINUATION SCHOOLS, JANUARY, 1911, ARRANGED ALPHABETICALLY, ACCORDING TO POST OFFICES.

Acton.
Alliston.
Alvinston.
Amherstburg (District).
Arkona.
Ashton.
Avonmore
Ayr (Union).
Bath.
Beaverton.
Beeton.
Belmont.
Blenheim.
Blind River.
Blyth.
Bolton (District).
Bothwell.
Bracebridge.
Bruce Mines.
Brussels.
Burk's Falls.
Burlington.
Bridgeburg.
Cannington.
Cardinal.
Carp.
Chesterville (District).
Claremont.
Cobden.
Coldwater.
Comber.
Cookstown.
Crediton.
Creemore.
Cummings' Bridge.
Drayton.
Dresden.
Drumbo.
Dundalk (District).
Durham.
Eganville, Public School.
Eganville, Separate School.
Elmira.
Elmvale.
Ennismore.
Erin.
Exeter.
Fenelon Falls.
Feversham.
Finch.
Fitzroy.
Flesherton (District).
Fort Frances.
Gore Bay.
Grand Valley.
Guelph.
Hanover.
Harrow.
Havelock.
Highgate.
Huntsville.
Jarvis.
Jockvale.
Kars.
Keewatin.
Kenmore.
Kinburn.
Lakefield.
Lanark.
Little Current.
Lucknow.
Lyndhurst.
Malakoff.
Manotick.
Manitowaning.
Markdale (District).
Maxville.
Melbourne.
Metcalfe.
Merrickville.
Millbrook.
Milton.
Morewood (District).
Mount Albert.
Munster.
New Hamburg.
New Liskeard.
North Augusta.
North Gower.
Norwich.
Odessa.
Oil Springs.
Orono.
Paisley.
Pakenham.
Palmerston.
Parry Sound.
Plattsville.
Port Burwell.
Powassan.
Princeton.
Richard's Landing (Union).
Richmond.
Ridgeway.
Ripley.
Rodney.
Russell.
Schomberg.
Shelburne.
Southampton.
Spencerville.
Springfield.
Stayner.
Stella.
St. George.
Stittsville.
Stouffville.
Tavistock.
Teeswater.
Thamesville.
Thessalon.
Thornbury.
Thorndale (District).
Tilbury.
Tottenham.
Tweed.
Vernon.
Wallaceburg.
Warkworth.
Webbwood.
West Lorne.
Westmeath.
Westport, Separate School.
Westport, Public School.
Winchester (District).
Woodbridge.
Wroxeter.

## APPENDIX T—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

HON. R. A. PYNE, M.D., LL.D., M.P.P.,

*Minister of Education.*

SIR,—In view of the report on Technical and Industrial Training now being prepared by the Superintendent of Education, it is neither necessary nor desirable that I should write a report of the same character as that sent to you in previous years.

Instead thereof I beg to submit in tabular form some details which will serve to answer questions often asked, and give information frequently required by educational authorities desirous of introducing some form of Manual Training and Household Science into the schools under their jurisdiction.

I am, Sir,

Your obedient servant,

ALBERT H. LEAKE.

## I.—MANUAL TRAINING CENTRES

| Location of Centre. | Teacher. | Salary. | No. of Pupils | Grades. | Length of Lesson. | Accommodation. | Equipment. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| OTTAWA. | | | | | | | | |
| 1 Slater Street School..... | C. Medcalf. | $1,500 to $2,000 by $100 | 153 | Junior III to Commercial. | 1½ hours. | All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are light, airy and well ventilated. | Equipped with 20 benches and all necessary tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work. | Mr. Medcalf acts as supervisor, being allowed 3 or 4 half days per week for this purpose. |
| 2 Wellington Street School.. | R. S. Holmes. | $950 to $1,400 by $75 | 89 | | | | | |
| 3 Elgin Street School..... | | | 102 | | | | | |
| 4 Glashan School..... | | | 106 | | | | | |
| 5 First Avenue School..... | Oliver Watkins. | | 131 | | | | | |
| 6 Cartier Street School..... | | | 97 | | | | | |
| 7 Creighton Street School... | | | 48 | | | | | |
| 8 Cambridge Street School.. | H. S. Winchester | | 111 | | | | | |
| 9 Percy Street School..... | | | 99 | | | | | |
| 10 Osgoode Street School..... | | | 84 | | | | | |
| 11 George Street School ..... | J. C. Jandrew | $50 | 38 | | | | | Principals of the schools taking their own classes in M.T. |
| 12 Rideau Street School..... | C. Rose. | | 13 | | | | | |
| 13 Bolton Street School..... | E. C. Wight. | | 24 | | | | | |
| 14 Model School..... | G.S.Harterre | $1,440 | 228 | All grades. | ¾ to 1 hour. | 2 rooms, elementary and advanced. | Cardboard work, clay modelling, wood work. | In addition 215 Normal students. |
| TORONTO. | | | | | | | | |
| 15 Wellesley School..... | H. J. Baker. | $1,200 to $1,600 | 300 | Junior IV and Senior IV | 1½ hours 2 hours. | Elementary woodwork is provided for in a room of the ordinary class room type. | Each centre is equipped with twenty benches and the ordinary woodworking tools. | Manual training is not at present taken in any of the Collegiate Institutes. |
| 16 Lansdowne School..... | A.J.Rostance | | 300 | | | | | |
| 17 George Street School..... | J. Slaughter. | | 300 | | | | | |
| 18 Queen Alexandra School.. | J. H. Cunningham | | 300 | | | | | |
| 19 Givens Street School..... | T. T. Carpenter. | | 300 | | | | | |
| 20 Dewson Street School..... | J. N. Shortill | | 300 | | | | | Evening classes are held in Queen Alexandra, Lansdowne and Dewson Street Schools. |
| 21 Parkdale School..... | J. C. Hamilton. | | These four centres to be opened early in January. | | | | | |
| 22 Kimberley School..... | E. Beattie. | | | | | | | |
| 23 Western Avenue School... | J. N. Moffatt. | | | | | | | |
| 24 Kent School..... | J. Brennan. | | | | | | | |
| 25 Normal Model School..... | J. H. Wilkinson. | | | | | | | |
| 26 Broadview Boys' Ins..... | Various. | This centre is used for | | Evening Forms I, II. III. | Classes only ½ to 2 hrs, | 50 ft. x 36 ft, x 9 ft. | Bench work, wood turning, wood carving, mechanical drawing. | No Manual Training in the Public Schools. |
| 27 Kingston Coll. Ins..... | A. Hatch. | $1,300 | 213 | | | | | |
| 28 Brantford Public School.. | A. Styles. | $780 | 198 | IV. | 1½ to 2 hrs. | Temporary room | 20 benches, etc. | To be moved into building now occupied by Collegiate Institute as soon as new C. I. is completed. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 29 Brantford Coll. Institute.. | T.H.Jenkins. | $1,200 | 97 | Forms I, II, III. | 2½ hours | Separate build'g | Woodwork, forging, machine shop, wood turning, mechanical dr, | Evening classes are held 3 evenings per week. |
| 30 Brockville Public Schools. | G. K. Casselman | $825 | 186 | J. III to S. IV | 2 hours | Separate building. | Wood work and wood turning. | No Manual Training in Col. Institute. |
| 31 Stratford Coll. Institute .. | W. A. Adams. | $1,250 to $1,400 | 238 | Junior IV to Form I. | 2 hours | Separate building. | Bench work, wood turning, forging, machine shop practice, mechanical drawing. | No evening classes. |
| 32 Stratford Normal School.. | S Pickles. | $1,300 | Normal | Students. | Two rooms— | Elementary and | Advanced Manual Training. | |
| 33 Woodstock Coll. Institute. | J. S. Mercer. | $1,300 to $1,500 | 237 | Junior IV to Form III | 2 hours and 2⅓ hours | Separate building | Bench work, wood turning, forging, machine shop practice, beaten metal, mechanical drawing. | No evening classes. The Commercial, Second and Third Forms take metal work. |
| 34 Guelph Public Schools.... | A. Chambers. | $1,100 | 221 | J. III to Com. | 1½ to 2 hrs. | 47 ft. x 24½ ft. x 13 ft. | 7 vises and 1 forge in addition to ordinary wood work equipment. | An evening class is held in mechanical drawing for workmen. |
| 35 Guelph Machinery Hall... | This | offers | courses of | one month, | three mon | ths or nine | months | |
| | | for persons | wishing to | become | teachers of | Manual Trainin | g. | |
| 36 Guelph Consolidated School | F. J. Phelan. | $650 | 28 | J. III, J. IV Continuation. | 2½ hours | 25 ft. x 33 ft. x 11½ ft. | 20 benches with tools. | Manual Training suitable for rural districts. |
| 37 Berlin Collegiate Institute | D. W. Houston. | $1,150 | 251 | Junior IV to Form III | 2 hours and 2⅓ hours. | A separate wing of the Coll. Ins. | Woodwork, turning, forging, machine shop practice, mechanical drawing | No evening classes. |
| 38 Hamilton Technical and Art School..... | In addition | to the boys | attending | the Techni- | cal School | 160 take wood- | working, 78 take | forging and 55 |
| | machine | shop practice | from the | Public | Schools and | Collegiate | Institutes. | |
| 39 Hamilton Wentworth Street School..... | F. Taylor. | $800 | 317 | Junior IV to Commercial. | J. IV, 1½ hrs., S. IV, 2 hrs. | 2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in. | 20 benches and usual equipment. | Mr. Bailey of the Technical School acts as Supervisor of Public School Manual Training. |

## I.—MANUAL TRAINING CENTRES—Concluded

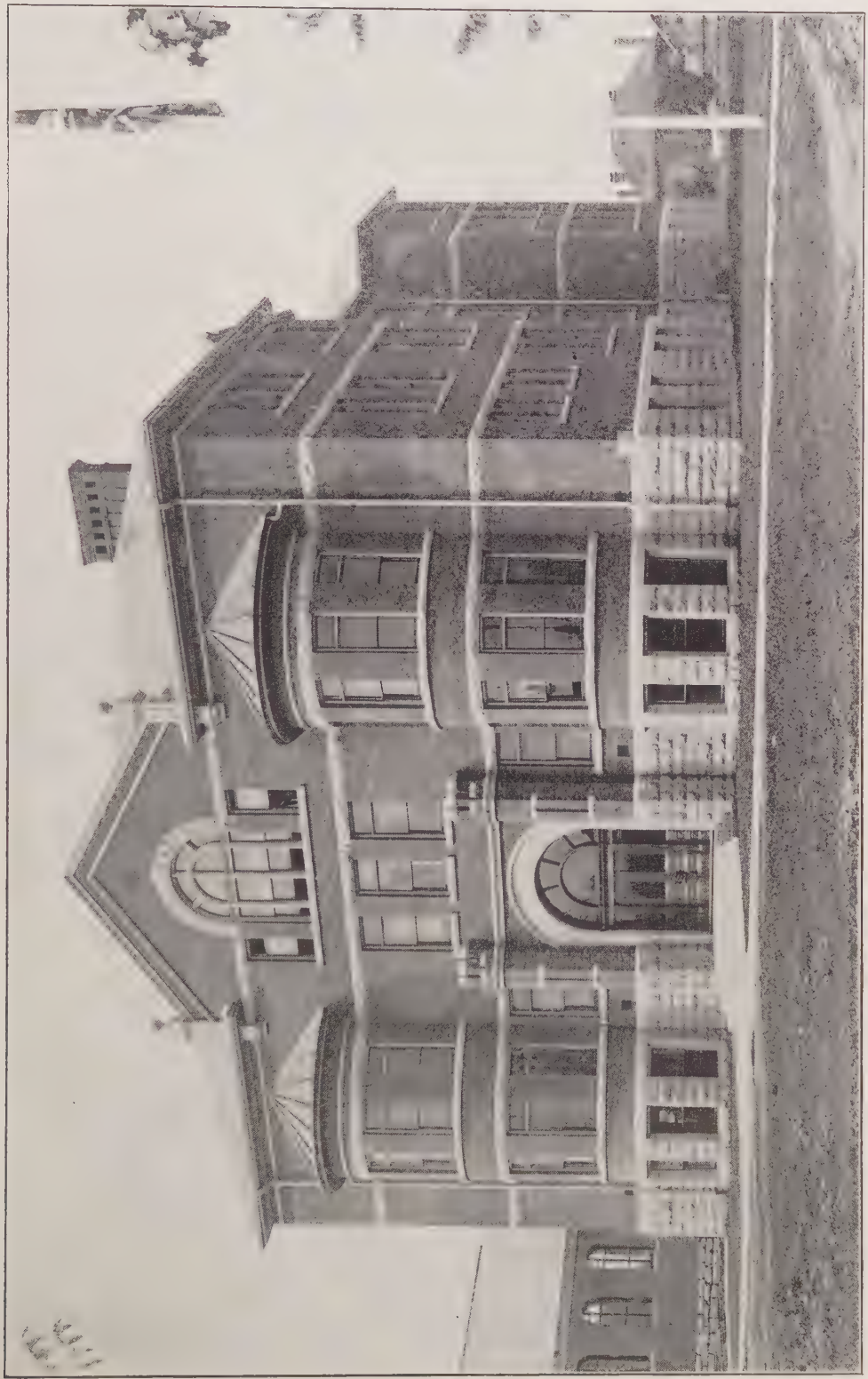
| Location of Centre. | Teacher. | Salary. | No. of Pupils | Grades. | Length of Lesson. | Accommodation. | Equipment. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| 40 Caroline Street School.... | A. E. Wilcox. | $1,000 | 305 | Junior IV to Commercial. | J. IV 1½ hrs., S. IV 2 hrs. | 2 Rooms. 22 ft. x 30 ft. x 14 ft. | 20 benches and usual equipment. | Normal students. This is in addition to |
| 41 Normal School..... | A. J. Painter. | $1,100 | 136 | Junior IV to Commercial. | J. IV 1½ hrs.. S. IV 2 hrs. | Two Rooms. | 20 benches and usual eqnipment. | This is in addition to |
| 42 London Normal School.... | S. Pickles. | $1,300 | 92 | IV | 1½ hrs. | Two rooms. | 20 benches and usual equipment. | This is in addition to |
| 43 London St. George's..... | A. Moir. | $800 | 172 | IV | 1¼ to 1½ hrs. | 30ft. x 30 ft. x 8ft. | 20 benches and usual equipment. | Basement room. |
| 44 London Lorne Avenue..... | " | ..... | 155 | IV | ..... | 31ft. x 23 ft. x 8ft. | 20 benches and usual equipment. | Basement room. |
| 45 London Simcoe..... | " | ..... | Recently | opened. | | | | |
| 46 Ingersoll..... | F. Tanton. | $1,200 | 74 | J. IV to F. II | 2 hours. | ..... | 20 benches and usual equipment. | A new building is being fitted. |
| 47 Cornwall Public School... | N. Cornell. | $850 | 95 | J. III to S. IV | 2 hours. | Basement. | 20 benches and usual equipment. | ..... |
| 48 St. Thomas..... | E. Faw. | $1,300 | 232 | S. III to F. I | 1½ and 2 hrs. | 18 ft. x 90 ft. | 20 benches and usual equipment. | In lieu of accommodation in the schools a disused store is rented. |
| 49 Galt Collegiate Institute.. | C. T. Yeo. | $1,150 | 214 | J. IV to F. II | 2 hours. | Well lighted basement. | 20 benches and usual equipment. | Evening classes held |
| 50 Owen Sound Collegiate Institute..... | A. E. Hutton | $1,200 | 202 | Junior IV to Form II | 1½ hours 2 hours | 35ft.x24ft.x10½ft. 13½ ft, x 27 ftx8 ft | Bench work in wood turning | |
| 51 Rittenhouse School..... | H. Gayman, | $650 | 34 | All | 1½ hours | 16 ft x 10 ft x 8 ft | 6 double benches, | Rural School. |
| 52 Collingwood..... | J. D. Collier, | $1,200 | Not yet | organized, | A room in | the Public | Library is being | used. |
| 53 North Bay Normal..... | A. Chambers | $1,300 | Not yet | inspected, | | | | |
| 54 Peterboro Normal School.. | A. F. | $1,200 | Accommo | dation as in | other Normal | Schools. Two | rooms. | |
| 55 Peterboro Public School... | Hagerman | | A room in | the old | Collegiate | Institute is used, | | |
| 56 Fort William..... | J. Whiddon, | $1,500 | Not yet | inspected, | | | | |
| 57 Sault Ste. Marie..... | J. F. Later, | $1,200 | Woodwork, from the | Machine Steel Works | shop, Forg attend for | ing, Mechanical instruction in in | Drawing. Classes dustrial subjects | |
| 58 Essex..... | These | three | centres are | temporarily | closed on | account of scarci | ty of teachers. | |
| 59 Alvinston..... | | | | | | | | |
| 60 Renfrew..... | | | | | | | | |

## II.—HOUSEHOLD SCIENCE CENTRES

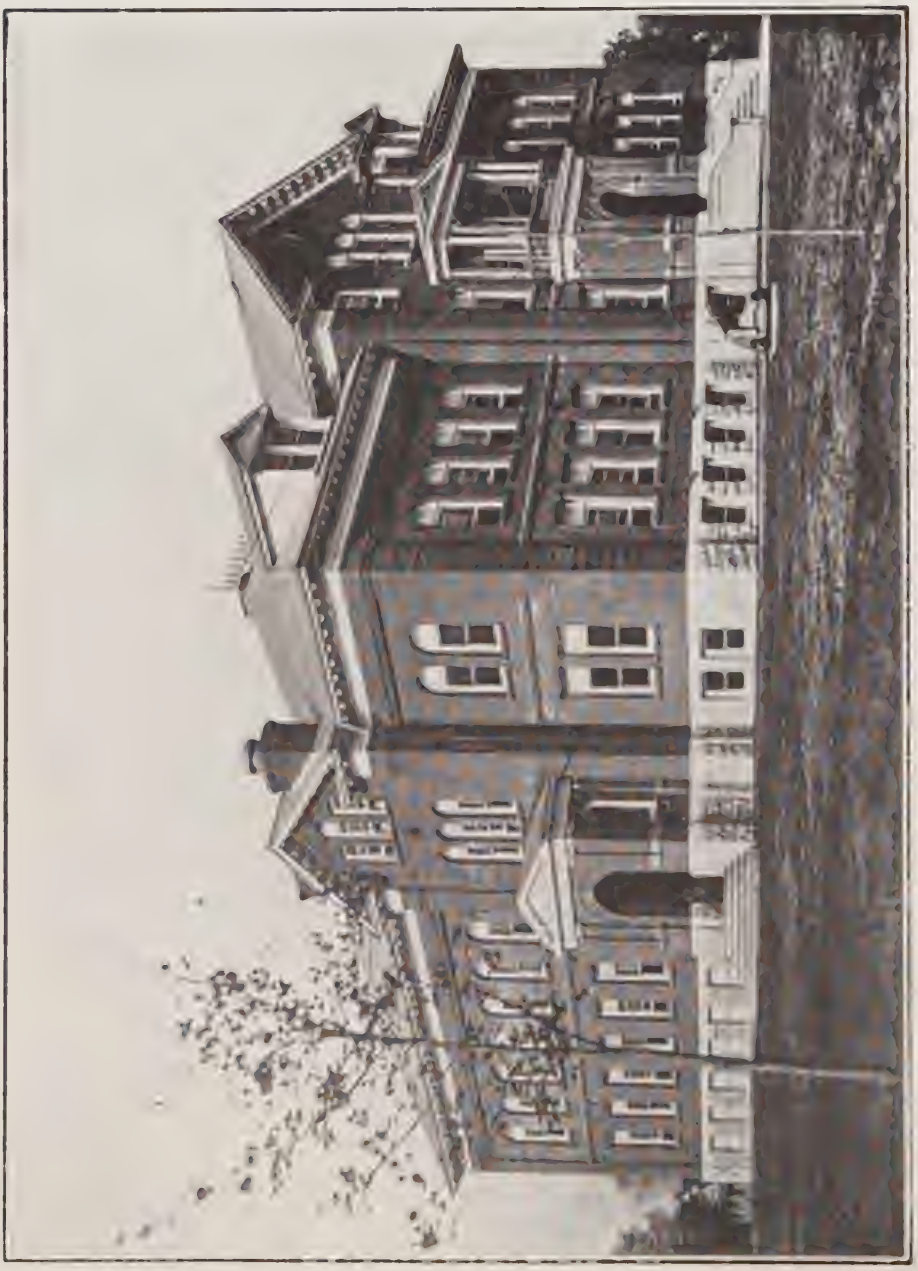
| | Location of Centre, | Teacher. | Salary. | No. of Pupils | Grades. | Length of Lesson. | Accommodation. | Equipment. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Model School, Ottawa..... | E. Robertson | $1,000 | 149 | All | ½ to 1½ hrs, | 36 ft x 36 ft x 14 ft<br>18 ft x 18 ft x 14 ft | Cookery.<br>Needlework. | A separate dining-room is provided. |
| 2 | Toronto Queen Alexandra. | Miss Snell. | ..... | 293 | | | 27 ft x 36 ft x 14 ft | | |
| 3 | " Dewson Street,.. | " Graham | ..... | 324 | | | 40 ft x 40 ft x 14 ft | All rooms are equipped alike with accommodation for 24 girls at one time for cookery. | |
| 4 | " King Edward.... | " Foote, | ..... | 334 | | | 36 ft x 24 ft x 13 ft | | |
| 5 | " Wellesley ..... | " Raynor | ..... | 307 | | | 36 ft x 20 ft x 13 ft | | |
| 6 | " Winchester ..... | Miss Williamson | | 261 | Junior IV and | 1½ and 2 hrs, | 36 ft x 24 ft x 13 ft<br>33 ft x 30 ft x 15 ft | | |
| 7 | " Parkdale ..... | Miss Hills | $650 to $950 | 319 | Senior IV | | | | |
| 8 | " Kent ..... | Miss Armstrong | ..... | | | | | | |
| 9 | " Perth Avenue.... | Miss Bryans | ..... | To be opened | early | in | January. | | |
| 10 | " Kimberley..... | " Tyson | ..... | | | | | | |
| 11 | " Technical School. | ..... | ..... | Two kitch | ens are equip | ped here, and | a large and vary | ing number of | regular and |
| 12 | " Normal Model.... | Miss Ewen. | ..... | special | students | take | courses of differ | ent periods. | |
| 13 | Kingston ..... | " Bawden | $600.... | 294 | S. III to S.IV | 1½ and 2 hrs. | 33 ft x 21 ft x 24 ft | Cookery, needle-work | |
| 14 | Brantford..... | E. E. Hartley | $600.... | 282 | J. IV to F. III | 1½ and 2 hrs. | 33 ft x 39 ft x 12 ft | Cookery, | In Y.M.C.A. |
| 15 | Brockville..... | H. Carlyle. | $550 | 212 | J. III. to S. IV | 2 hours. | 33 ft. x 27 ft. | Cookery. | Evening classes are held. |
| 16 | Stratford Normal..... | Normal | School | Students | only. | | | | |
| 17 | Stratford Coll. Institute.. | E. Pearson. | $500 | 234 | J. IV to F I | 1½ and 2 hrs. | 31 ft. x25ft.x14 ft. | Cookery, Needle-work. | Dining Room. |
| 18 | Woodstock..... | M. McKee. | $550 | 189 | J. IV to F. III | 2 hours. | 33 ft. x 24 x 8 ft. | Cookery. | Basement Room. |
| 19 | Guelph Public School..... | E MacVannel | $750 | 252 | J. III to S. IV | 1½ and 2 hrs. | 24 ft. x 39 x 13 ft. | Cookery, Needle-work. | Girls of Coll, I. take no Household Sc. |
| 20 | Guelph Consolidated Sch.. | N. Nixon. | $650 | 73 | All. | 2 hours. | 32ft.x27 ft.x11½ ft | Cookery, Needle-work. | Rural School. |
| 21 | Macdonald Institute..... | Training | School for | Teachers. | Classes from | Public Schoo | ls also attend. | | |
| 22 | Berlin Collegiate Inst..... | E. M. Ferguson. | $900 | 228 | J. IV to F. II | 2 hours. | Kitchen, Din. R. | Cookery, Needle-work. | School lunches served. |
| 23 | Hamilton, Wentworth .... | E. Lewis. | $500 | 294 | S. III to J. IV | 1½ and 2 hrs. | 33ft.x25 ft.x14 ft. | Cookery. | Miss Strong, of the Technical School acts as Supervisor. |
| 24 | " Caroline,..... | N. R. Dickson | $500 | 312 | S. III to Com. | " | 33ft.x 24 ft.x13ft. | Cookery. | |
| 25 | " King Edward.. | B. Peebles. | $500 | 314 | " | " | 31ft.x 30 ft.x10ft. | Cookery. | |
| 26 | " Technical Sch.. | I. W. Strong | $700 | 244 | S. III to F. II. | " | Kitchen. | Cookery. | ..... |
| | | | Large | evening | classes | are held in | cookery, millin | ery and dressm | aking. |

## II.—HOUSEHOLD SCIENCE CENTRES—Concluded

| | Location of Centre. | Teacher. | Salary. | No. of Pupils | Grades. | Length of Lesson. | Accommodation. | Equipment. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| 27 | Hamilton Normal School. | — Eliot. | ..... | 142 | S. III to Com. | 1½ and 2 hrs | This is Public School work in addition to the training given to Normal students. | | |
| 28 | London Collegiate Inst.... | M. C. Macpherson. | $900 | 197 | I, II Com. | 1 to 2 hrs. | 30ft.x30ft. x 14 ft. | Cookery. | Public School girls do not take the subject. |
| 29 | " Normal School.... | A. B. Neville | $920 | ..... | Normal | students | | | |
| 30 | " Ingersoll ..... | I. Eedy. | $350 | 96 | J. IV to F. II | 2 hrs. | Temporary room. | Cookery, Needle-work. | Only 5 classes. |
| 31 | Galt Collegiate Institute.. | F. Twiss. | $900 | 214 | J. IV to F. II | 2 hrs, | 57ft. x 30 ft x 10 ft | Cookery, laundry | School lunches served Evening classes held. |
| 32 | Owen Sound Coll. Institute | F. P. Pritchard | $700 | 256 | J. IV to F. II | 1¼ to 2 hrs. | 30 ft x 40 ft x 10 ft 2 in. | Cookery, needle-work. | Evening classes held. |
| 33 | North Bay Normal..... | PublicSchool | pupils | take work | here; not yet | inspected. | | | |
| 34 | Peterboro Public School. | Ethel | $900 | Public and | Collegiate | Institute | pupils take work | | |
| 35 | " Normal School | Steinhoff. | | | at both sch ools | | | | |
| 36 | Sault Ste. Marie..... | ..... | Not yet | inspected. | | | | | |
| 37 | Stanford..... | E. Burns, | $800 | 60 | I, II. III, | 2 hours | 30 ft x 40ft x 10 ft | cookery. | Evening classes held. |
| 38 | Toronto Broadview Boys' Institute..... | Evening | Classes for | boys. | | | | | |
| 39 | Thorold..... | Classes | recently | organized | both day | and evening. | | | |
| 40 | Belleville..... | Public | School | pupils | take the | work at | Albert College. | | |



Peterborough Collegiate Institute. Erected 1908.



Collegiate Institute, Picton.

The Collegiate Institute, Lindsay.

The Collegiate Institute, Brockville.

The High School, Oshawa.

## APPENDIX U--REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

### I—REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario:*

Sir,—I have the honour to submit herewith my annual report on the High Schools and Collegiate Institutes in my inspectorate. You have already in your hands, from other sources, abundant statistics and information regarding the High Schools of Ontario. Little can be added of substantial value. Some supplementary information, however, and a few suggestions as to possible improvements in various directions may not be regarded as out of place.

During the year 1909-1910 it was my privilege to visit the following fifty-two High Schools and Collegiate Institutes: Alexandria, Almonte, Arnprior, Athens, Barrie, Belleville, Bowmanville, Brighton, Brockville, Campbellford, Carleton Place, Cobourg, Colborne, Cornwall, Deseronto, Gananoque, Georgetown, Hawkesbury, Iroquois, Lindsay, Napanee, Kemptville, Kingston, Madoc, Markham, Morrisburg, Newburgh, Newcastle, Norwood, Omemee, Oshawa, Orillia, Ottawa, Pembroke, Perth, Peterborough, Picton, Plantagenet, Port Hope, Port Perry, Prescott, Richmond Hill, Rockland, Renfrew, Smith's Falls, Stirling, Sydenham, Trenton, Uxbridge, Vankleek Hill, Whitby, Williamstown.

All comments contained in this Report have reference to these fifty-two schools and to no others.

#### Accommodations.

During the last two years very extensive improvements have been made in a large number of the schools of my inspectorate in the important matter of accommodations. Special mention should be made of Ottawa, Peterborough, Picton, Brockville, Orillia, Lindsay, Alexandria, and Oshawa. The new Collegiate Institute Building in Ottawa is so remarkable in all its appointments that I feel bound to make the description of it a special feature at the end of this Report. Under several important heads I here submit the recent grading of the fifty-two schools visited by me during last school year:

*Grounds:*

First-class grading, 18 schools.
Second-class grading, 17 schools.
Third-class grading, 11 schools.
Fourth-class grading, 3 schools.
Three schools either have no grounds or grounds not worthy of grading.

*Buildings:*

Grade I., 28 schools.
Grade II., 17 "
Grade III., 3 "
Grade IV., 4 "

*Class-Rooms:*

Grade I., 23 schools.
Grade II., 19 "
Grade III., 8 "
Grade IV., 2 "

*Ventilation :*

Grade I., 20 schools.
Grade II., 17 "
Grade III.. 9 "
Grade IV., 6 "

*Gymnasium :*

Grade I., 2 schools.
Grade II., 7 "
Grade III., 2 "
Grade IV. 1 "

No fewer than forty schools have no gymnasium.

As to Grounds—It is a great pity that only one-third of these schools have spacious and suitable grounds. When the school properties were originally purchased the question of ample play-grounds for boys and girls was, in most cases, not seriously considered, and now these properties are hemmed in on all sides so that desirable extensions are quite impracticable. Great care should be taken in the choosing of future sites, and no local choice of a site should be ratified by the Government unless the recreation grounds are extensive enough to furnish opportunities for school games of all kinds.

As to Buildings—The good work that has recently been accomplished in so many localities promises to proceed almost at once in as many more. The spirit of progress has apparently seized a large number of communities where secondary education has a firm footing.

As to Ventilation.—Much remains yet to be done. The problem of Ventilation in some of the smaller schools has not yet been seriously faced. With an unlimited supply of vitalizing air just outside the school walls it does seem strange that trustees and even teachers are contented with air of the vilest kind, breathed over and over again by large classes of pupils in various stages of physical well-being. In more than one school I have seen the neglect of the trustees (or ratepayers) written woefully on the pallid faces of whole classes of suffering pupils, who with pure air would glow with abounding vitality.

As to Gymnasia.—The statistics tell a tale of indifference to physical education. Not one High School has a gymnasium for physical culture. That is, only a prospect of an elevation of status, from High School to Collegiate Institute rank, has had weight with school boards in this important matter. In my opinion, it is time that some pressure should be exerted by the Department on all High Schools with a view to providing some sort of accommodation for physical education all the year round, even if it be to the extent of only a large and well-ventilated play-room.

## Equipment.

The improvements made in the equipment of the High Schools during the last two years, under the stress of the Approved Schools Regulations, have been very marked. The principal increase in the value of the scientific apparatus is due to the purchase of individual sets for practical work by the pupils in Chemistry and in Physics. The increase in the value of Art Models has been extraordinary. The value of the art models in the fifty-two schools has increased seventy-eight per cent. in one year. The regular normal increase in former years had been about twenty per cent. While most schools are now supplied with the minimum equipment of models required by the new regulations, much more should be done in most schools in the way of securing a greater variety of objects, especially those needed for colour work.

There is one section of the Equipment which is exceedingly meagre in all but a half-dozen schools. School museums are rare indeed, and collections of Biological specimens are inconsiderable. It is hoped that the payment of an annual grant on museums, now for the first time provided for, will produce the desired result.

### School Decorations.

The decoration of High School class-rooms has only begun in this Province. To quote the Regulation: "The class-rooms should be decorated with good pictures, casts, vases, and other beautiful ornaments." As the grading of class-rooms will henceforth be lowered in schools not suitably decorated an improvement in this respect will doubtless be noted in the coming year. At present, in nine-tenths of the schools, blank walls—ugly areas of irritating and monotonous vacancy—unrelieved by decoration of any kind, are the rule. The rooms in which our High School pupils spend nearly half of their waking hours for three, four or five years, should be made to approach the attractiveness of the living room at home.

### Attendance.

One of the evils inherited from the primitive conditions prevailing in a new country during the early days of settlement is congestion of attendance in the classes of the Public Schools. Unfortunately, many of our High Schools are not quite free from similar conditions. To illustrate how evils will persist even amid the strides of modern educational progress I have only to mention two instances of quite abnormal congestion observed during the past year. In one High School I found a single class of sixty-nine pupils. In another school I found a staff of four teachers endeavouring to develop the minds of 174 pupils. I am glad to add that the trustees of both these schools are ending this state of affairs by erecting commodious new buildings and employing larger staffs.

In nearly all the schools the new Approved Schools Regulations have worked an immediate reform in this regard. Of the fifty-two schools on which I report, thirty-four have an average enrolled attendance of under thirty for each teacher; fifteen do not go beyond thirty-five pupils; only three schools go beyond thirty-five pupils for each teacher.

### Work of Pupils in Reading, Writing, and Spelling.

Under the regulation for Approved Schools I have paid particular attention to the work of the pupils in the three elementary subjects of reading, writing and spelling. A very pronounced view obtains among High School teachers that these elementary subjects should be confined largely to the Public Schools. The following facts will indicate clearly that pupils who have passed the High School Entrance Examination have still very much to do in all these subjects. The average status of the pupils of fifty-two schools is here given. From this average, each Principal will be able to determine how his own pupils stand relatively in the scale of efficiency.

*Reading of First Form Pupils.*—I have ranked as good readers twenty-eight per cent. of the pupils of the first forms; as fair readers, fifty-eight per cent.; as poor readers, fourteen per cent.

*Writing of First Form Pupils.*—Twenty-one per cent. of the pupils have acquired a graceful, legible business hand; fifty-three per cent. only a fair hand; twenty-six per cent. are poor writers.

*Spelling of First Form Pupils.*—Only fifteen per cent. of the pupils of the first form are good spellers; only thirty- two per cent. are fair; fifty-three per cent. of the pupils who have passed the test of the Entrance Examination are classed as poor spellers.

The pupils of the second forms in most schools show a marked advance over those of the new classes in reading. It cannot be said that the writing and spelling of the pupils of the second forms are sufficiently better than the writing and spelling of the junior pupils. In a small number of schools, where time and attention have been given to these two subjects, the whole situation has been radically improved in the space of a year. For example, in Vankleek Hill Collegiate Institute I found in the second form of thirty pupils not one poor writer, and of that class I was able to say that twenty-three had reached the standard aimed at.

In conducting the spelling lesson the common mistake is made in many schools of drilling the class in exercises consisting of technical and unusual words instead of stressing words of common occurrence. Such common words as privilege, governor, preceding, preferred, accommodate, mischievous, prairie, municipal, legible, similar, cemetery, laboratory—to quote a dozen words—were mis-spelt by scores of pupils who had been trained to spell such words as these, found in most spelling-books, alchemy, gherkin, sheik, llama, harlequin, pseudonym, khedive, iridescent, espionage, deshabille, sassafras, sardonyx.

## Physical Culture.

The directions of the Regulations are specific regarding Physical Culture: "Throughout the High School course a systematic and well-developed course of exercises in drill and calisthenics should be taken up in each of the sub-divisions." The course in gymnastics is obligatory only in Collegiate Institutes. I regret to report that during the past year only twenty-four of the fifty-two schools have followed your directions. Six others had drill and calisthenics in fall and spring. Twenty-two schools made no provision whatever for physical education. Now that physical culture has been made one of the requirements for Approved Schools a reformation will probably be effected.

"A sound mind in a sound body," is as old as Juvenal, but attention to the progressive welfare of the human body is in the majority of our High Schools almost totally neglected. As long as pupils are not perceptibly ill it is assumed that they are doing well; and when they are perceptibly ill even the doctor declares that physical exercises would be harmful. No school of any grade has suitable accommodations which has not several acres of playground for games and sports and a suitable gymnasium for bodily exercises during the winter months. School games and sports, the inalienable right of all boys and girls, are not enough. A systematic course of exercise, both free and with apparatus, should be earnestly wrought out in every school. Nor is it sufficient to observe the dead letter of central authority. No physical culture is worthy of the name which is not pursued with alacrity and pleasure under the supervision of sympathetic instructors.

### Concerning History and Oral Composition.

Although this is no place to deal with pedagogic topics I take occasion to call attention to two subjects on the programme, which, in many schools, are not, in my opinion, handled with the skill and sympathy which they deserve.

(1) The first of these subjects is history (including historic biography). The influence of these subjects properly taught is incalculably valuable. These allied subjects give the young pupil an insight into the accumulated experience and wisdom of the ages, they unroll before him the long view over the course that the human race has travelled in arriving where it is to-day, they track out the main currents of the world's civilization, they prepare for inconceivable and abiding intellectual enjoyment in after years, they train for intelligent citizenship and thus exercise a most salutary influence on national life. In the teaching of history, rote methods of instruction are too much yet in vogue in some schools. The open-text recitations, too often perfunctory and spiritless, are a snare and are apt to be a delusion. In the matter of biography it is no uncommon thing to find in the school library almost no lives of great men, and consequently biography, which should have the place of honour on the supplementary literature list, is in these schools conspicuous by its absence or by the astonishingly little emphasis which is given to it. No scheme of liberal culture can be regarded as satisfactory which does not include within its scope a familiarity with the life history of the great men of all ages who have ruled kingdoms and commanded armies and moulded the thoughts, the sentiments, the tastes, of their own times, and of all succeeding times. I fear that it is the dominance of examinations which more than any other cause interferes in our schools with a free, full, and generous treatment of history and biography.

(2) My second plea is for a fuller recognition of the value of oral composition. In many schools enormous progress has been made in recent years in this regard. In all schools further development is desirable. A great modern educator declares that "there can be no impression without expression." The pupil should have frequent informal and formal opportunities to express his knowledge, his opinion, his feelings, before his teacher and his fellow-pupils. Too long have teachers monopolized the class-room stage. The boys and girls should have the floor frequently, not only for fractions of a minute (as in the past), but also frequently for many consecutive minutes—not only in class debates (as in the past), but also in the more valuable individual effort on any suitable theme connected (or better perhaps not connected) with the regular work of the school. There is no danger that these school exercises will produce a crop of babblers and platform bores. The oratorical bore is the man who has never been trained to express his ideas clearly, concisely, illuminatively, if indeed he may chance to have ideas worth expression. Dr. Arnold was ahead of his times in this as in many other things. In emphasizing the value of oral examinations (one variety of oral composition) he says that oral training "develops the great and valuable talent of readiness and the very useful habit of presence of mind, so as to be able to avail one's self without nervousness of all one's knowledge and to express it at once by word of mouth. Presence of mind is a quality which deserves to be encouraged, and nervousness is a defect which men feel painfully through life." Bacon recognized the value of oral expression when after saying that "reading maketh a full man" he at once added "conference maketh a ready man."

## The System of Electives.

In recent years a tendency has been gaining ground in our secondary schools which, in my opinion, deserves to be closely watched, and in some cases checked. The great increase in the number of subjects on the programme in the last thirty years has produced the inevitable result, the desire on the part of a large fraction of the pupils to escape the burden. Pretexts of various kinds, some worthy of attention, many quite worthless, have been found by pupils, parents, educationists. The system of "Electives" has worked down from the University and the College to the very first form of the High School. This system of "Electives" has been carried very far in some of our schools and a rigid departmental regulation was framed to secure adequate attention for some of the scheduled studies. I am of opinion that for one year at least every High School pupil should be asked to take a somewhat comprehensive curriculum. Care should be taken that the pupils are not cut off on account of false or narrow ideas from the valuable information and the priceless training afforded by subjects not now classed by regulation as obligatory. The new rule of some American schoolmasters is not calculated to breed strong men and brave women: "No pupil," runs the namby-pamby injunction, "should be required to pursue a study after it is clear that the study does not appeal to him." A fine preparation for life is this! A pleasant dream of paradise life would be if we were not, after our school days, obliged to do any work, to engage in any undertaking, to perform any service, that does not appeal to us.

## The New Ottawa Collegiate Institute Building.

In many respects the most important event in the history of Ontario High Schools during 1909 was the opening, without any flourishing of trumpets, of the magnificent new Collegiate Institute Building in the Capital of the Dominion. Without doubt it is now, and for a very long period it must remain, the most costly and splendid of the Collegiate Institute Buildings of this Province and of all Canada. It would seem that some permanent record should be preserved in the archives of the Department of Education respecting the phenomenal achievement of the Ottawa Board of Education. I am able, with the assistance of Principal McDougall and his capable staff, to give here a brief description, with numerous illustrations, of what has been accomplished by the enterprising and liberal citizens of Ottawa.

The Board of the Ottawa Collegiate Institute decided in March, 1907, to enlarge and remodel the building. The excavation work was begun in September of that year, and the building, with the exception of the laboratories, gymnasium and assembly hall, came into use in January, 1909. By September, 1909, all of the rooms were ready for use.

The cost of the work, including the amounts spent on heating, ventilation and equipment, was slightly over two hundred and seventy thousand dollars. The number of pupils for whom accommodation is now provided is between ten and eleven hundred. The building is an up-to-date structure, built of the best material, fire-proof in the new part, of striking architectural effect, and contains all the requirements of a modern academic high school.

The limited size of the site and the necessity of making the extension conform in utility and appearance to the plan and lines of the old building were considerations that, in the beginning, complicated the problem that the Board had to

solve. Fortunately, however, the walls of the old building were strongly built and of good material, and the architect succeeded in a remarkable degree in giving an appearance of unity of design to the structure.

The Ottawa Collegiate Institute is of grey stone, about 300 feet in length, with an average of about 70 feet in depth. It is three stories high, with basement and attic. The central feature of the front on Lisgar Street is a square tower, while two smaller towers break the monotony of the skyline at the back. Other characteristic features of its external appearance are the circular bow at the east and the oriel windows, two at the front and one at the back.

There are three entrances, all from Lisgar Street. The central, or main, entrance leads up a flight of stone steps to the ground floor, and one on each side of this, for boys and girls, respectively, leads down four or five stone steps to the basement.

The ground floor contains fifteen classrooms, the library, the type-writing room, the office and the principal's private room. The classrooms are on opposite sides of a long corridor, and vary in shape and size, seating from thirty to fifty pupils. They are provided with slate blackboards and single desks. The window space is ample, and throughout the new part the light comes uniformly from the pupil's left. The central corridor is twelve feet wide, and is well lighted from the classrooms through windows near the ceiling, and also through large panes of glass in the doors.

Four rooms on this floor, at the east end, are assigned to the Commercial Department. The largest of these rooms contains forty special business desks of oak, each provided with a shelf and two drawers. There is also an equipment of special filing cases and thirteen typewriters.

The first floor contains eleven classrooms, two private rooms for teachers, teachers' lavatories, and the main floor of the assembly hall. The assembly hall, including the gallery, has 1,030 opera chairs, and is intended to seat as many pupils as the building will accommodate. The arrangement of floor and gallery is compact, no part being far removed from the platform. The floor is slightly inclined downward to the front, giving an uninterrupted view from all parts of the hall. The platform itself is 40 feet in width by 20 feet in depth, with dressing rooms on both sides. The wall at the back of the platform is plain, and in illustrated lectures the pictures can be projected on it. There is also a drop curtain near the front of the platform that can be used for the same purpose. The acoustic properties are fairly good. The gallery is entered from the second floor.

The second floor contains the laboratories, six in number, a lecture room, the art room and the girls' gymnasium. The rooms on this floor are in some respects the best in the building, have high ceilings, and are well lighted by windows and skylights. There are separate laboratories for biology, chemistry, physics and mineralogy, with two for the elementary science of the Lower School.

The purpose in providing six science laboratories was to enable students to deal in a systematic, practical way with the content of the course in science as prescribed by the Education Department—to enable them to gain a knowledge of the world around them, under supervision, through observation and experiment. By thus providing facilities for individual work, by furnishing space, equipment, and material, students accomplish most fully the primary purpose of a course in Science. Through adequate laboratory accommodation they acquire manual efficiency and an intellectual independence, which remain with them as a permanent possession.

Three of the laboratories are devoted chiefly to the work of the upper forms—one of these is used for work in Physics, one for work in Chemistry, and one for

work in Biology. Two of the other laboratories are used for Elementary Science work. The remaining one is used as a general utility room, partly for work in Mineralogy, partly as a dark room for photographic purposes.

All of the laboratories are furnished with tables for student work, and each of them has an instructor's demonstration table a few inches higher than the students' tables, to enable observation by students of work done by the instructor.

The senior laboratories are not large, and are intended to accommodate only twenty-four students in Physics and Chemistry and a smaller number in Biology.

The students' tables in the Chemistry room number twelve, each table accommodating two students, working separately. Each table has two sinks, two gas burners and two full equipments. Each equipment is kept in drawers to the right and left of the knee space. Writing tablets are also provided, which may be pushed under the table top. Reagents are kept in cupboards made in the tables behind where students work. Each student has a set of the most needful chemicals, four bases, three acids, salts, elements, etc. Each table is provided with one adjustable copper gas hood, connected with a powerful draft. The draft is created by a reversed blower at the end of the main duct, into which all the branch ducts lead. This blower is operated by a switch and controlled by a speed regulator located in the room, and is of such power that even fumes from explosive reactions are carried off completely if the reaction takes place near the hoods, and any gases which may escape into the room are quickly removed. The whole of the air in the room may be displaced in a few minutes. The tables have revolving chairs, with backs which fold upon the seat and may be made to swing under the knee space, leaving the passages quite free.

The students' tables in the senior physics laboratory and in the elementary laboratories are similar as to the top. Gas only is provided in the tops. Sinks were not placed in the tops. Circular glass jars of two sizes are used in place of the sink. This leaves a clear top for most of the work for which sinks are not needed. The experience of the Science staff is that the tables are more useful without the sink. The tops of the tables are made of 1⅜ inch teak, a wood which does not absorb water and has shown no signs of warping.

A special switchboard of excellent design and workmanship is situated in the senior physics room. By a simple system of switches, receptacles, and single, double and triple cables a direct current of any voltage from two to thirty-five may be turned on to any of the students' tables in the senior physics room or to any of the instructors' tables in the different rooms. A current suitable for lantern work may also be furnished. The whole of the wiring is amply protected by steel conduits, and fuse blocks on the switchboard. This system of providing for the electrical work is entirely satisfactory and has met the varied demand upon it.

The senior biology room contains nine tables with large tops. Each table is provided with large cupboards and drawers suitable for holding microscopes, etc. This room has one stationary aquarium of ample size and twelve small movable aquaria on shelves, equipped with water supply and overflow. These small aquaria, containing aquatic life, assorted to some extent, may be taken to the students' tables for special study and observation. There is also in the room a wash basin and incubator stand. The school is provided with large glass cases (for museum purposes and for apparatus), breeding cages for insects, etc.

The lecture room, seating 120, is used for lectures, explanations and demonstrations in science. The seats are of oak on iron frames, have strong and convenient writing tablets, and are arranged in tiers ascending to the back. In this room two or three classes doing the same work are brought together during certain periods of the week, when a general discussion of the work done in the labora-

tories follows. The economy in the time of the teacher is obvious. This room, as well as some others, may be darkened for lantern slide, or opaque projection, or for work in optics.

The art room is favourably situated in the south-east corner of the building. The lighting is good, and on the wall opposite the windows there is ample space for the placing of busts, pictures and exhibits of students' work.

There is a liberal supply of plaster casts and drawing models stored in a specially constructed cabinet. Another cabinet contains in the lower portion thirty-two compartments, each of which contains a drawing board and affords a suitable place to keep the instruments for mechanical drawing needed by one student. The upper portion has a number of drawers for filing students' finished exercises, and a few adjustable shelves to hold ceramics.

Instead of the usual school desks solidly built movable tables and chairs are used. There is accommodation for forty students at one time.

The new part of the building is finished throughout in Georgia pine, the floors being laid over cement supported by steel frames. The supporting walls are of brick, other partitions being of terra cotta, and the plastering is on metal.

There are two main stairways, running by easy stages from the basement to the roof. They are well lighted by windows, and the high wainscoats are of marble. The stairs are built of steel and marble, the only woodwork on them being the handrails of oak.

Cloakrooms are located in the corridors, and are made of wire on a framework of steel. They are well ventilated, convenient of access, and open to inspection from the corridors. There is also a dressing-room for girls on the first floor and additional cloakroom space in the basement.

The basement contains, besides the heating and ventilation plant, separate waiting rooms for girls and boys, a bicycle room, the armoury of the cadet corps, a locker-room and the boys' gymnasium. The locker-room is furnished with three hundred steel lockers, three shower baths and a number of washstands. The baths are supplied with hot and cold water. The boys' gymnasium is 70 feet square and 15 feet high. It has a floor of Georgia pine, and is supplied with the usual standard apparatus for floor-work, anthropometric records, etc., all of the best quality. The floor of the basement, with the exception of the gymnasium, is of cement, and the high wainscoats of the lavatories and corridors are of glazed brick.

A system of electric bells is installed throughout the building, operated automatically from the office clock, and there are also large electric fire alarm gongs in the corridors, worked from a switch in the office. Each classroom is connected with each other one and with the office by an automatic telephone system, the instruments being on the teachers' desks.

The prevailing characteristics of the building and equipment throughout are durability and proper adaptation to their purposes. The experience gained by occupancy indicates that no mistakes of importance were made in the plans, and, having regard to the initial restrictions, if it were to be rebuilt probably no important modifications would be made.

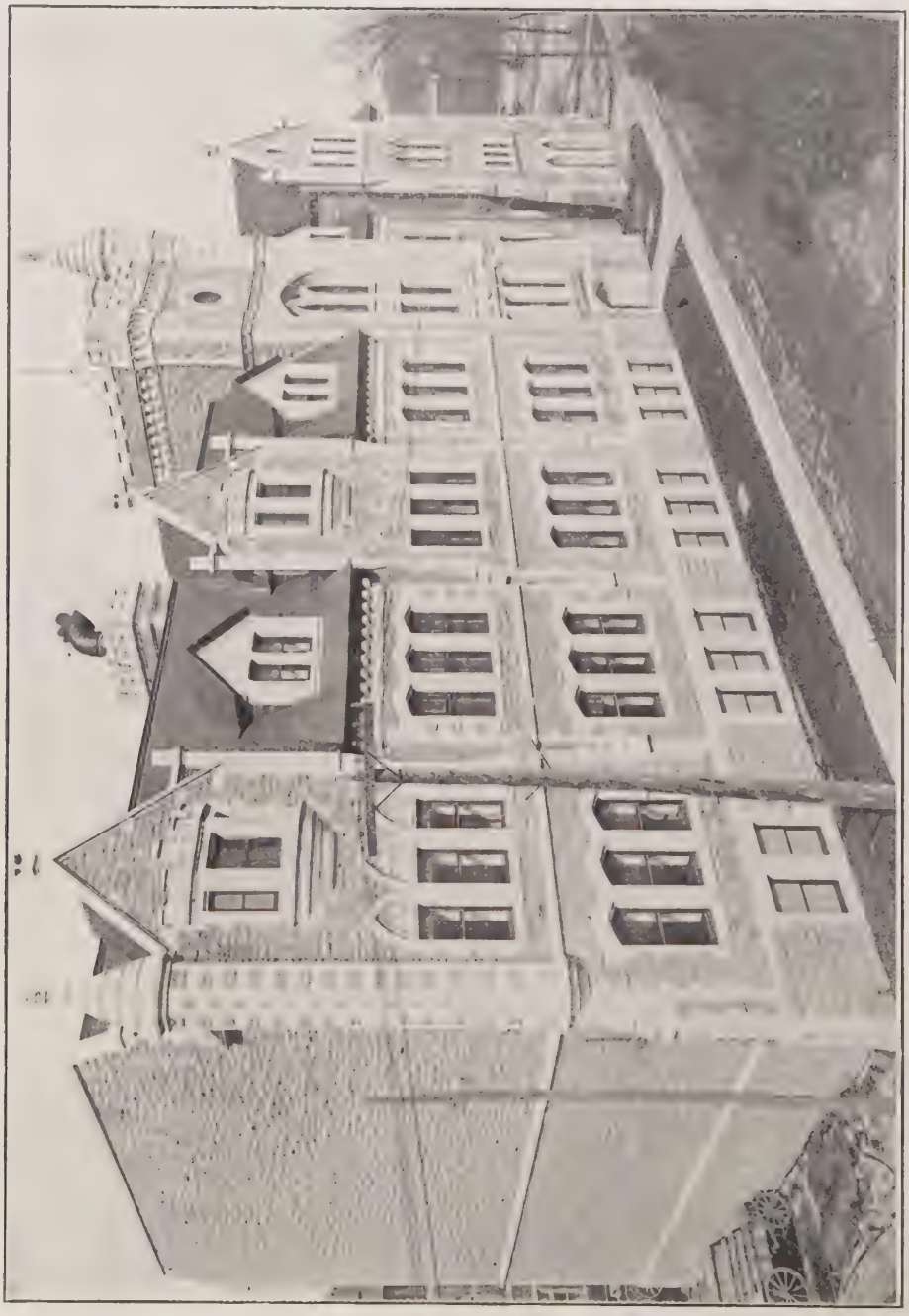
The situation on the corner of Lisgar Street and the driveway is central and convenient, while the proximity of Cartier Square affords ample space for the games and drill of the boys. The board has recently acquired space on the opposite side of Lisgar Street that will provide suitable tennis grounds for the girls.

I have the honour to be, Sir,

Your obedient servant,

Toronto, December, 1910. J. E. Wetherell.

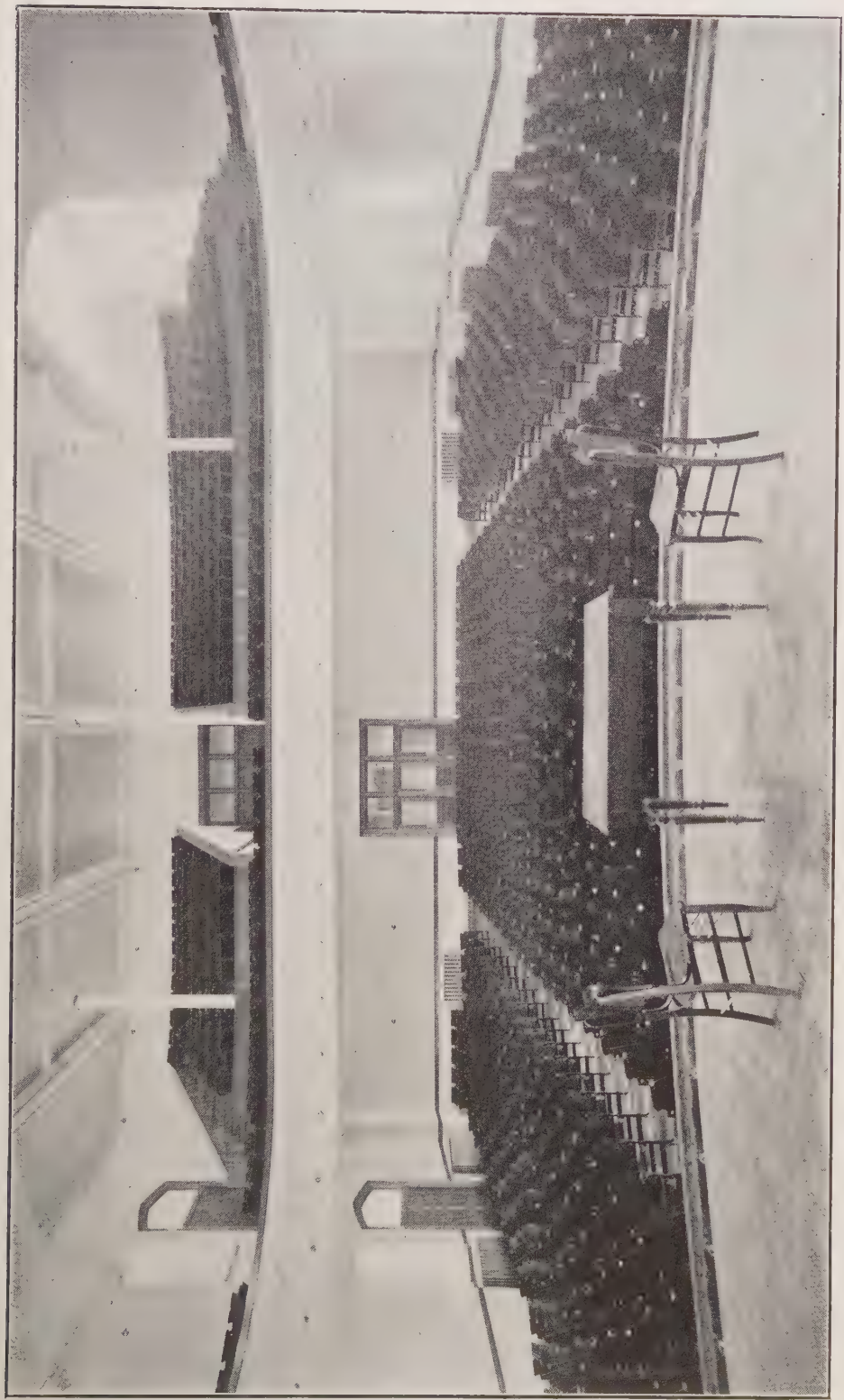
The Ottawa Collegiate Institute from the Driveway.



The Ottawa Collegiate Institute—New Part.

The Library—The Ottawa Collegiate Institute.

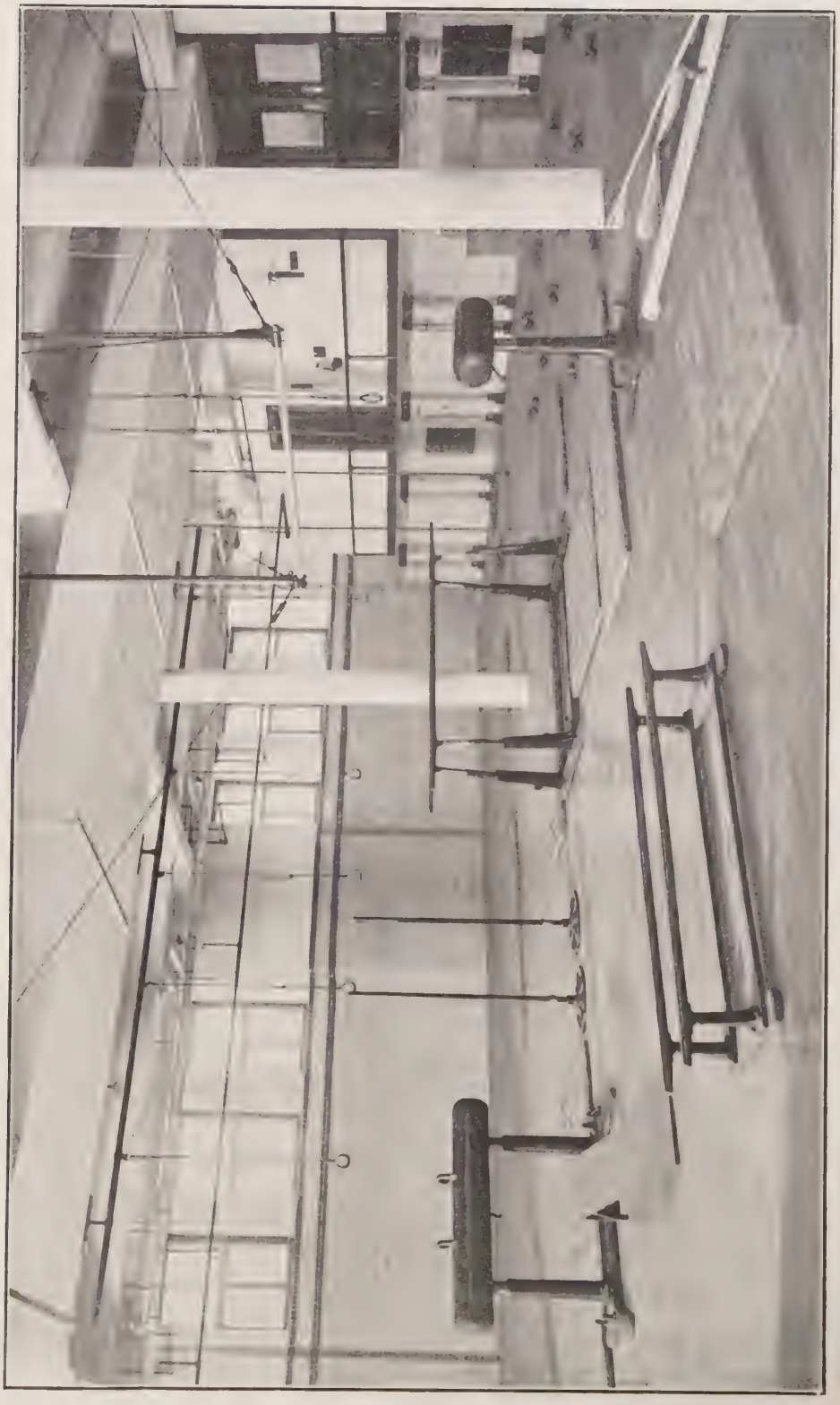
A Stairway—The Ottawa Collegiate Institute.



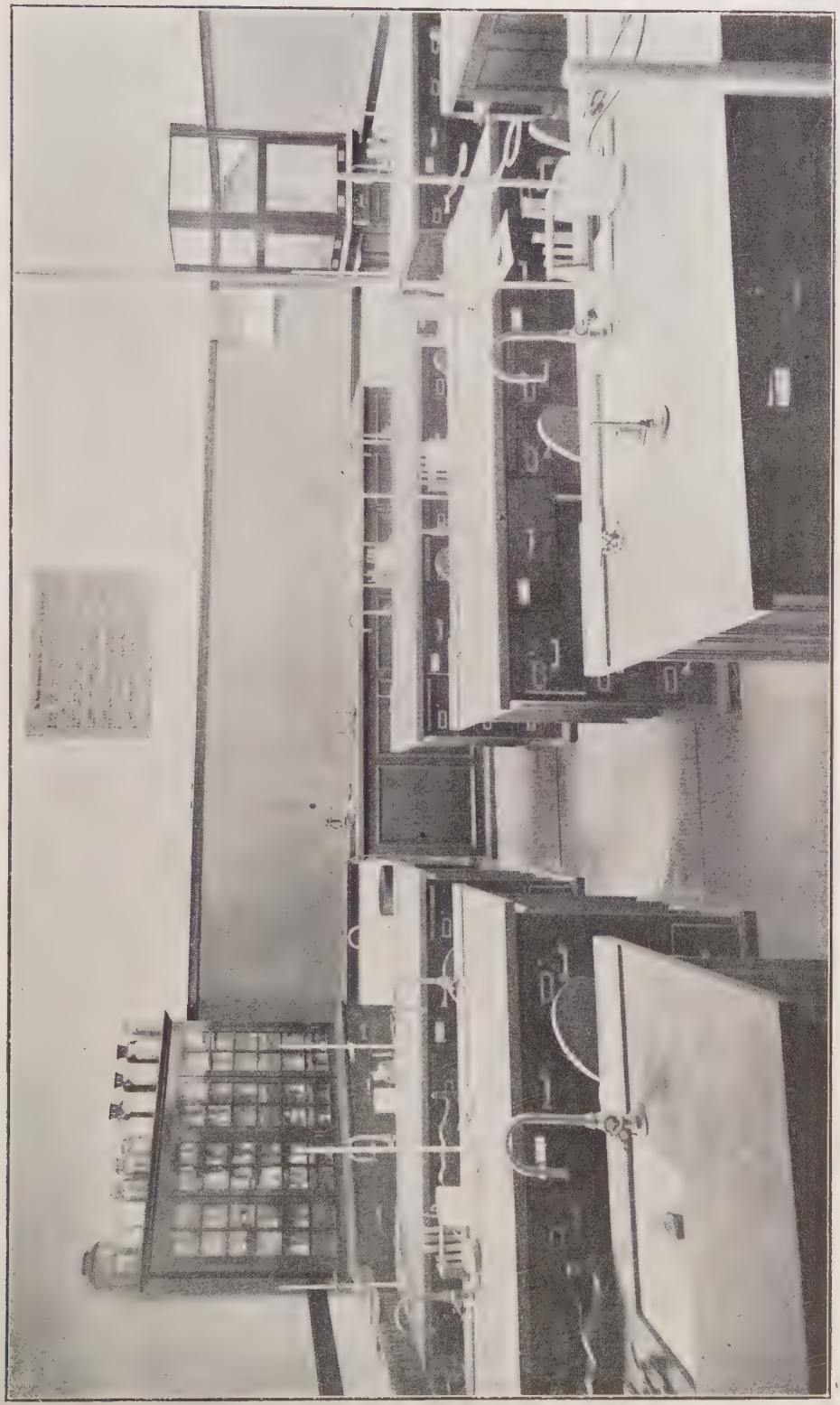
Assembly Hall—The Ottawa Collegiate Institute.

The Art Room—The Ottawa Collegiate Institute.

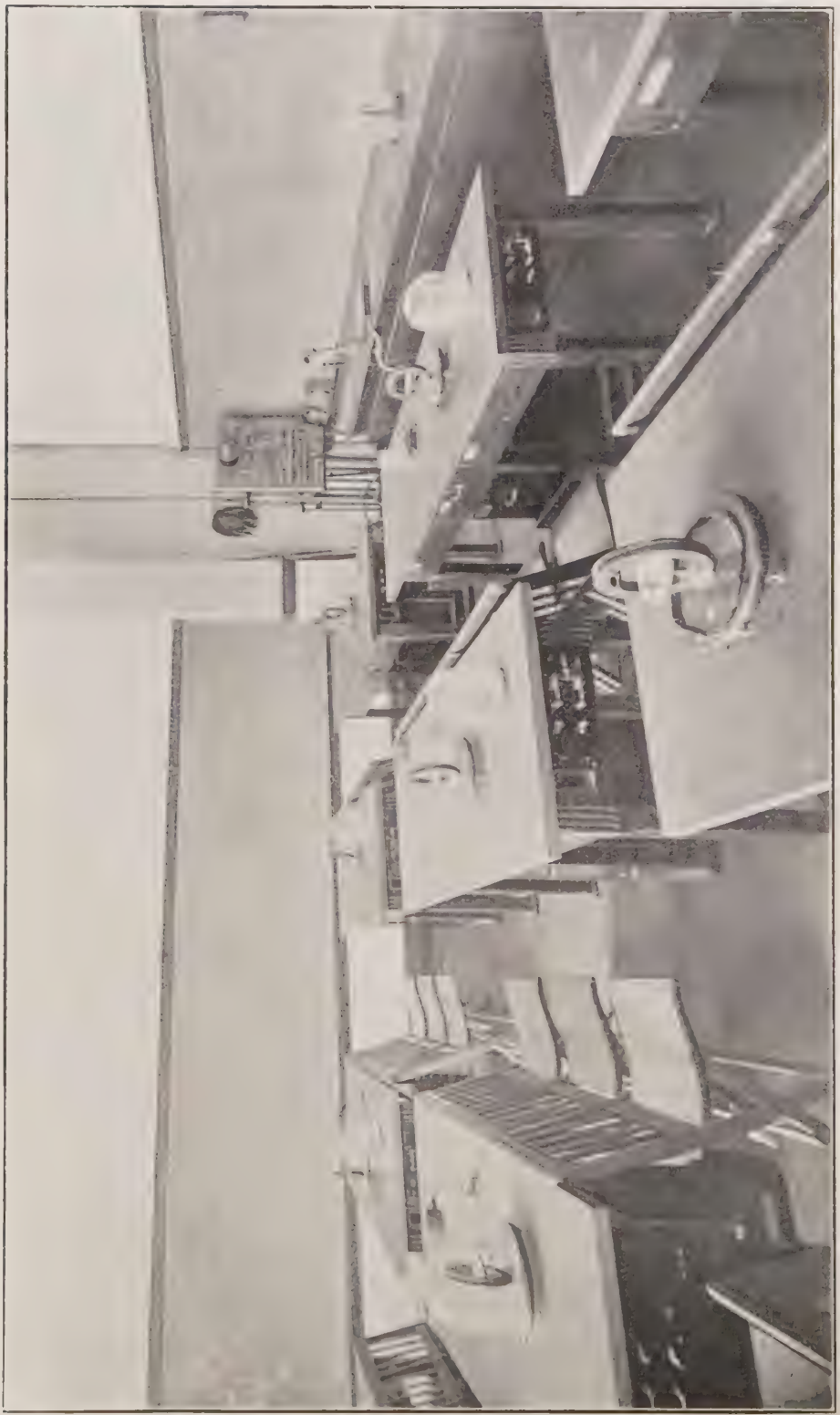
The Lecture Room—The Ottawa Collegiate Institute.



Corner of Gymnasium—The Ottawa Collegiate Institute.



Chemical Laboratory—The Ottawa Collegiate Institute.



Physical Laboratory—The Ottawa Collegiate Institute.

The Biological Laboratory—The Ottawa Collegiate Institute.

Laboratory for Elementary Science—The Ottawa Collegiate Institute.

## II—REPORT OF INSPECTOR SPOTTON

To the Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario:*

Sir,—I beg to report as follows upon matters connected with my work as Inspector of High Schools, for the academic year 1909-10.

I have the honour to be, Sir,

Your obedient servant,

H. B. Spotton.

The schools inspected by me during the academic year 1909-10 include the following, viz.: The High Schools at Aylmer, Dutton, Essex, Forest, Glencoe, Leamington, Lucan, Paris, Parkhill, Petrolea, Port Rowan, Simcoe, Tillsonburg, Malvern Ave. (Toronto), Riverdale (Toronto), Oakwood (Toronto), Vienna, Wardsville, Waterford, and Watford, 20 in all, and the Collegiate Institutes at Berlin, Brantford, Chatham, Galt, Guelph, Ingersoll, London, Ridgetown, St. Mary's, St. Thomas, Sarnia, Stratford, Harbord Street (Toronto), Jameson Ave. (Toronto), Jarvis St. (Toronto), Humberside (Toronto), St. Catharines, Hamilton, Windsor and Woodstock, also 20 in all.

The number of teachers engaged in these High Schools was 83, and in the Collegiate Institutes, 233.

### Accommodations.

*Buildings.*—The grading of the school buildings themselves depends upon the site and the architectural appearance. Of the 40 buildings inspected I have graded 29 as first-class, 5 as second-class, and 6 of lower standard.

In the matter of constructing new buildings and enlarging others, the year has been decidedly one of progress. In the City of Toronto activity has been especially great. The new Oakwood School, on the heights in the northwest of the city, will cost when completed about $150,000. The Harbord Street School has been enlarged at a cost of about $60,000, and the Riverdale School, at a cost of some $55,000, while contracts have been let for the extension of the Humberside (West Toronto) School for about the same amount. All of these operations have been rendered imperative by the rapid growth of the city and the increased demand for High School education.

In the City of Brantford a very fine new building is nearing completion on the site formerly occupied by the Brantford Ladies' College. This building will in all its appointments compare favourably with the best buildings in the Province. The total cost will be about $112,000. Of the other buildings which have been enlarged during the year, the most noticeable are those at Chatham, Stratford, St. Mary's, Windsor and Tillsonburg. In all these cases the improvement has been very great, and, as might be expected, appreciation of the efforts of the local authorities has been shown in most cases by a decided increase in the attendance of pupils.

The enlargement at Chatham has provided six fine new class-rooms and a gymnasium, besides improved cloak-room accommodation, library, and teachers' private rooms. The whole expenditure has reached about $25,000. At Stratford four excellent class-rooms have been added besides gymnasium and Principal's office, the expenditure reaching nearly $20,000. At Windsor the assembly-room has been remodelled in a highly satisfactory manner and four new class-rooms

provided at a total cost of about $16,000. At St. Mary's the changes and additions made have added greatly to the comfort of all concerned. The grounds as well as the building have received attention, and a new gymnasium will doubtless replace the present one in the near future. The expenditure has been about $6,500.

The enlargement at Tillsonburg has been judiciously carried out, and the building is now one of the most convenient of its kind. The expenditure upon it has amounted to $3,245.

Apart from the enlargement of the buildings, the most noticeable improvements in accommodations have been in connection with the facilities for practical work in science. In a considerable number of schools the working-tables have been satisfactorily remodelled, while in Hamilton and London special additional laboratories for junior classes have been established.

*Grounds.*—In 23 cases the grounds are graded I., in 11 cases II., and in 6 cases either III. or IV. It is difficult to over-estimate the importance of a sufficient extent of suitable ground as a school adjunct. It is not enough that there should be a well-kept lawn, with flower beds and shrubs, forming a pleasing approach to the building. Of much more consequence, with a view to the establishment and maintenance of a true school spirit, is a liberal extent of playground where the games of school clubs can be held without the feeling of being "cribbed, cabined and confined," and where in proper season the systematic work of the school in physical culture can be carried on with comfort. There are really few of the school grounds which would not be the better of enlargement, but unfortunately this has become almost impracticable in consequence of the occupation of the adjacent territory for other purposes. The new school grounds at Oakville form a splendid exception to the general rule; the liberal views of the local authorities there are worthy of all commendation.

*Lighting.*—In the item of lighting the grading is not so favourable. The weight of authority at the present time is all in favour of the admission of light exclusively from the left of the pupils as they sit at their desks. At the time of the erection of most of the present buildings the question of lighting had apparently not received the strict attention which it demands to-day. In some of the older buildings, accordingly, the lighting arrangements are very far below the present approved standard, while in some of even the comparatively recent ones sufficient light is admitted by windows in the rear of the class-rooms to counteract to a considerable extent that admitted from the left, and throw shadows upon the pupils' desks. Accordingly in only 6 of the 40 cases could the lighting be graded I. In 24 cases it is graded II., and in 10 cases either III. or IV.

A serious matter connected with lighting, to which the attention of the Department has been directed, concerns the extensive use of opaque blinds. These blinds when drawn down to protect the pupils seated next the windows effectually cut off the light from those seated on the opposite side of the class-room. Extended observations have led all the Inspectors to condemn the use of these blinds and to recommend translucent ones which, while shutting out the sun, permit light to pass. These blinds can be had in agreeable shades, and the effect, wherever they have been tried, has been found to be highly satisfactory.

In some schools where the windows have stationary top-lights it has been the practice to cover these with permanent opaque blinds, thus destroying their usefulness. It is unnecessary to point out the special value of such upper lights. The most that should be done with them is to frost them in order to keep out the direct rays of the sun.

*Ventilation.*—The ventilation, on the whole, is not as satisfactory as could be desired. Of the 40 schools only 18 are graded I. in this particular, 15 are graded II., and 7 either III. or IV. In some of the older schools it is found that foul air is drawn from the floor of the class-rooms into the furnace to be heated and sent back again into the rooms, an arrangement adopted apparently with a view to economizing fuel, but very reprehensible from a sanitary point of view. In the new Regulations such a system is strictly forbidden.

A few of the newer buildings are provided with fans, which appear to work very satisfactorily. The problem, however, is evidently a difficult one, and in too many of the schools it is found necessary to open the windows in cold weather, thus subjecting pupils in their neighbourhood to dangerous draughts.

### Class-room Decoration.

In this matter, steady if not rapid progress is being made. The works of art selected are as a rule of a very suitable character. In some cases the casts provided for the use of the art classes are made to serve for decorative purposes also. An impetus has been given to the work of decoration by the announcement of the Department that the grading of the class-rooms will in the future be dependent to some extent upon attention to this important detail, and the prospects are that before long there will be very little cause of complaint as to proper decoration.

### Equipment.

*Libraries.*—In regard to libraries it may be said that in a good many cases there is too strong a tendency to rest satisfied with collections of books that can hardly be pronounced up-to-date. A glance at the catalogues too often shows that years have elapsed since any serious additions were made, and occasionally it is found that a large percentage of the value of the library is represented by some ancient encyclopædia. This inertness, where it occurs, affects all the departments of the library, but is doubtless most keenly felt in the science section. The really valuable publications in all the departments of science are in our day very numerous indeed, and no school can very well afford to be without a reasonable representation of them among its works of reference. It is constantly urged upon Boards of Trustees that the best way of keeping up the efficiency of the library is not by voting sums spasmodically and at long intervals, but by making steady grants of a moderate character every year at least, the Principal of the school to be required to submit his requisition after due consultation with the heads of departments on his staff, so that all interests may be conserved.

In the modern school library there should be found not only a satisfactory supply of works of reference, but also a good stock of what is known as supplementary reading, for the assistance of teachers and pupils in carrying out the Departmental Regulations in regard to work in literature and English composition. Some of the schools are as yet deficient in this important regard, but the number is gradually decreasing. In some places it is customary to have an arrangement with the local public library whereby the High School pupils have ready access to the books therein, and when, as often happens, the Library Board has a High School representative upon it, the advantage of the connection is by no means unimportant from the High School point of view.

*Scientific Apparatus.*—The chief development in this connection is in the increased attention being given to the adequate supply of apparatus for pupils'

practical work in physics. In chemistry very fair provision has been generally made in the past for a reasonable amount of practical work at the students' desks and tables. In physics, however, chiefly owing to the expensive nature of most of the apparatus, it has generally been considered sufficient to have the instructor exhibit at his table all the experimental work thought necessary. The argument based on the difficulty of duplicating costly apparatus is a very reasonable one, and still holds with regard to a good deal of the practical work, but even where there is but a single piece of any particular apparatus, it is becoming customary to allow the pupils, either singly or in small groups, to conduct the experiments before the class under the supervision of the teacher; while for such work as demands inexpensive apparatus, almost all the schools are now providing sets which enable a whole class to carry out such work simultaneously. To any one visiting a class thus engaged, and comparing the general interest manifested in the work with that which obtains when the pupils merely look on from a distance at something being done by the instructor, the contrast is very marked. It is becoming more and more usual to give the junior classes the benefit of the use of the laboratory, and in some few of the larger schools special laboratories have been set apart for these classes, and a special supply of apparatus provided for them.

The work in biology, to be fully effective, demands that there shall be access to a suitably selected supply of museum specimens. In a considerable number of the schools a good beginning has been made in providing a stock of such specimens, and it is expected that when a nucleus has been established the pupils and friends of the schools can be relied on for sufficient further contributions to maintain a good standard. The Department has wisely decided to recognize all such biological collections in distributing the Government grant for equipment.

*Art Work.*—The regulation requiring an expenditure of at least fifty dollars on art models in the case of approved schools has proved very effectual. Practically all the schools have now a supply of these necessary adjuncts to the teaching of art. Not all of the schools, however, have exercised the best judgment in selecting the models. In some cases, for example, an undue amount has been expended on type solids, in other cases on expensive busts and casts, which are often of little practical value in actual class-work; so that it happens that for the same expenditure of money some of the collections are extremely satisfactory from the point of view of variety and real service, while others are lacking in some important particulars and loaded up with more or less useless objects which are either hung up out of reach on the walls, or carefully packed away out of sight. These mistakes are perhaps, to some extent, inseparable from a new departure, and in view of the lack of experience in art teaching on the part of some of those assigned to this work. In this connection it is satisfactory to be able to state that good work is being accomplished by the Summer Art Schools annually held under the auspices of the Department. An increasing number of teachers are finding it well worth their while, from a pecuniary as well as from a cultural point of view, to attend these schools, and it is generally easy to determine from an inspection of the work of the pupils whether the instructor has had the benefit of the special training or not.

Very few of the schools, so far, have been able to provide specially equipped art rooms for the use of the students. The ordinary class-room with its small desks is not well suited for satisfactory work. A great step in advance will have been made when special rooms can be set apart for the art work, such rooms to have special arrangements as to light, proper drawing tables, the display of the objects of study, the proper care and storage of such objects, and in general an equip-

ment for art purposes corresponding to the equipment for science purposes, now regarded as a matter of course in the special rooms set apart for instruction in science. It is obvious that, with such a room provided, pupils could be drafted into it for art instruction as they now are drafted into the laboratories for science work, and efficiency would be greatly promoted, owing to the saving of time in preparation, as well as to the comfort arising from a specially suitable equipment and environment.

### Physical Culture.

All the Collegiate Institutes, with one exception, have provision in their time-tables for physical culture. In most cases the work of instruction is carried on by members of the regular staff; in the others special instructors have been engaged. My own observations, and comparisons of the results of the two systems, incline me to favour the appointment of specially trained teachers for this work. I cannot help feeling that there are a good many cases of injudicious assignment of calisthenics and drill and gymnastics to teachers on the regular staff, and I feel sure that in such cases the teachers would be glad to be relieved of what is evidently an irksome task and allowed to attend to the more congenial duties of their own departments. A very considerable number of the High Schools, though they have not the advantage of a gymnasium yet devote a reasonable amount of time to physical exercises. It is quite obvious that this work, when carried on systematically and intelligently, is greatly enjoyed by the pupils, and it is well worth considering whether the regulation requiring a properly equipped gymnasium might not be extended so as to include in its operation at least the larger High Schools in addition to the Collegiate Institutes.

### Character of Pupils' Work in Certain Subjects.

In view of the importance attaching to certain lower school subjects in connection with the Regulations governing approved schools, the Inspectors have devoted a good deal of time and attention to testing the attainments of pupils in some of these subjects, and enquiring into the sufficiency or otherwise of the provision made for maintaining a satisfactory standard in them.

*Writing.*—In the course of my duties during the past year, I personally examined the penmanship of 2,582 pupils recently admitted to the High Schools. I estimate 38 per cent. of these pupils as reasonably good writers; 45 per cent. as fair, and 17 per cent. as poor or bad. There is by no means uniformity in the results in the different schools. It is quite clear from these results that the teaching received by the pupils previous to entrance is on a much higher plane in some localities than in others. There seems to be no doubt that the great majority of children can be taught to write well by the time they reach the entrance examination stage, if circumstances are favourable. Frequent changes of teachers, especially in the rural schools, combined with possible irregularity of attendance on the part of pupils themselves, will doubtless account for a large measure of the observed deficiencies.

The mode of instruction in the High Schools is in general sufficiently good, but the slovenly methods of holding pens, which so many pupils are allowed to acquire in the preparatory schools, form a serious stumbling-block in the way of subsequent progress. The teachers, I believe, faithfully try to correct this

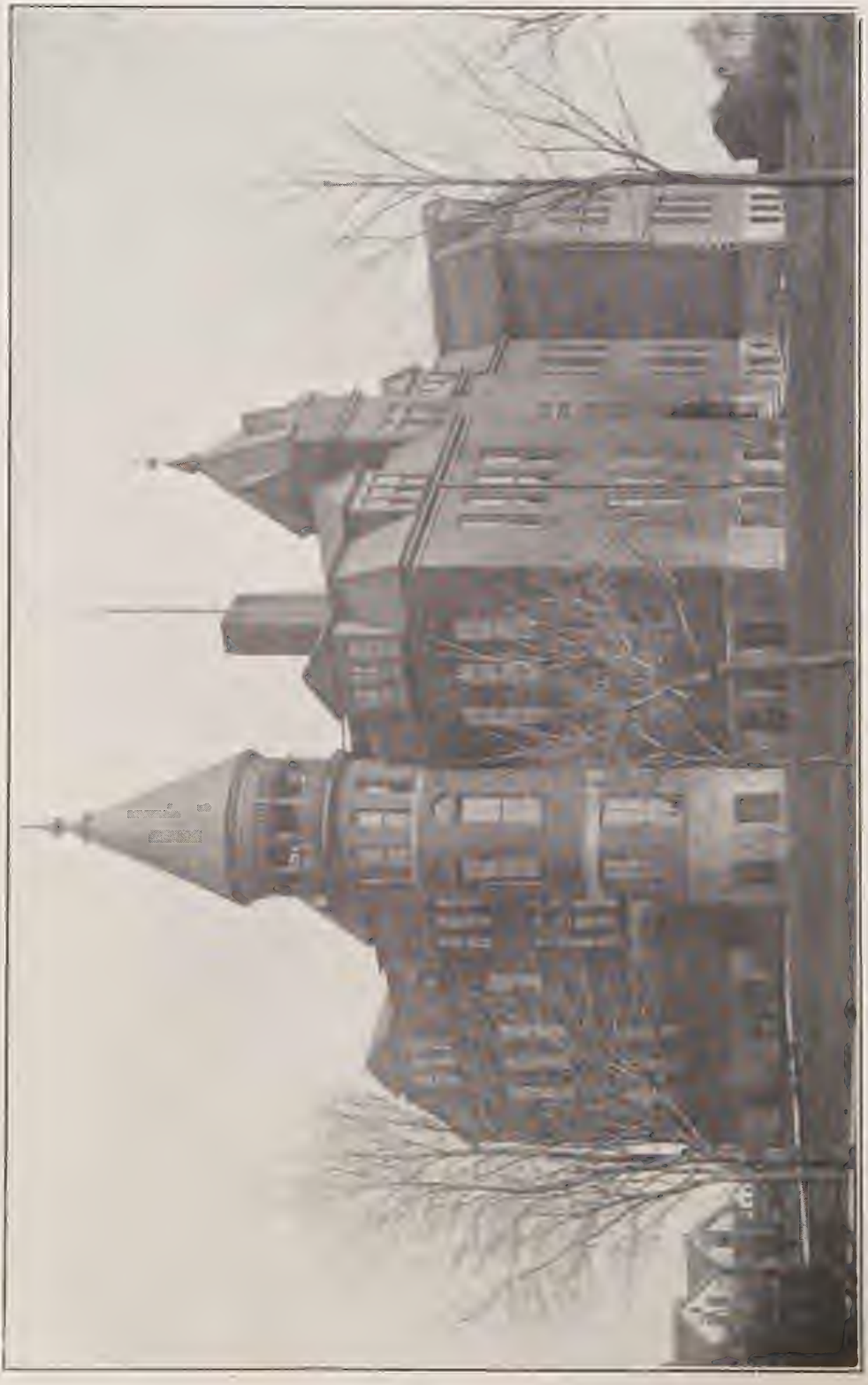
acquired habit, but it is usually found to be so ingrained by the time the High School is reached, that the best efforts are often unavailing.

*Reading.*—Of 2,318 pupils of the first and second forms examined by me in reading, I estimate 48 per cent. as good, 40 per cent. as fair, and 12 per cent as poor. As might be expected, the percentage of good readers is generally higher in the second form than in the first. I regard these results as on the whole creditable. In general, I consider the teaching of reading in the High Schools to be carefully done. Here and there a teacher is to be found who fails to realize the extreme importance of the subject, and who is content to carry on the work in a more or less perfunctory manner, but such cases are rare.

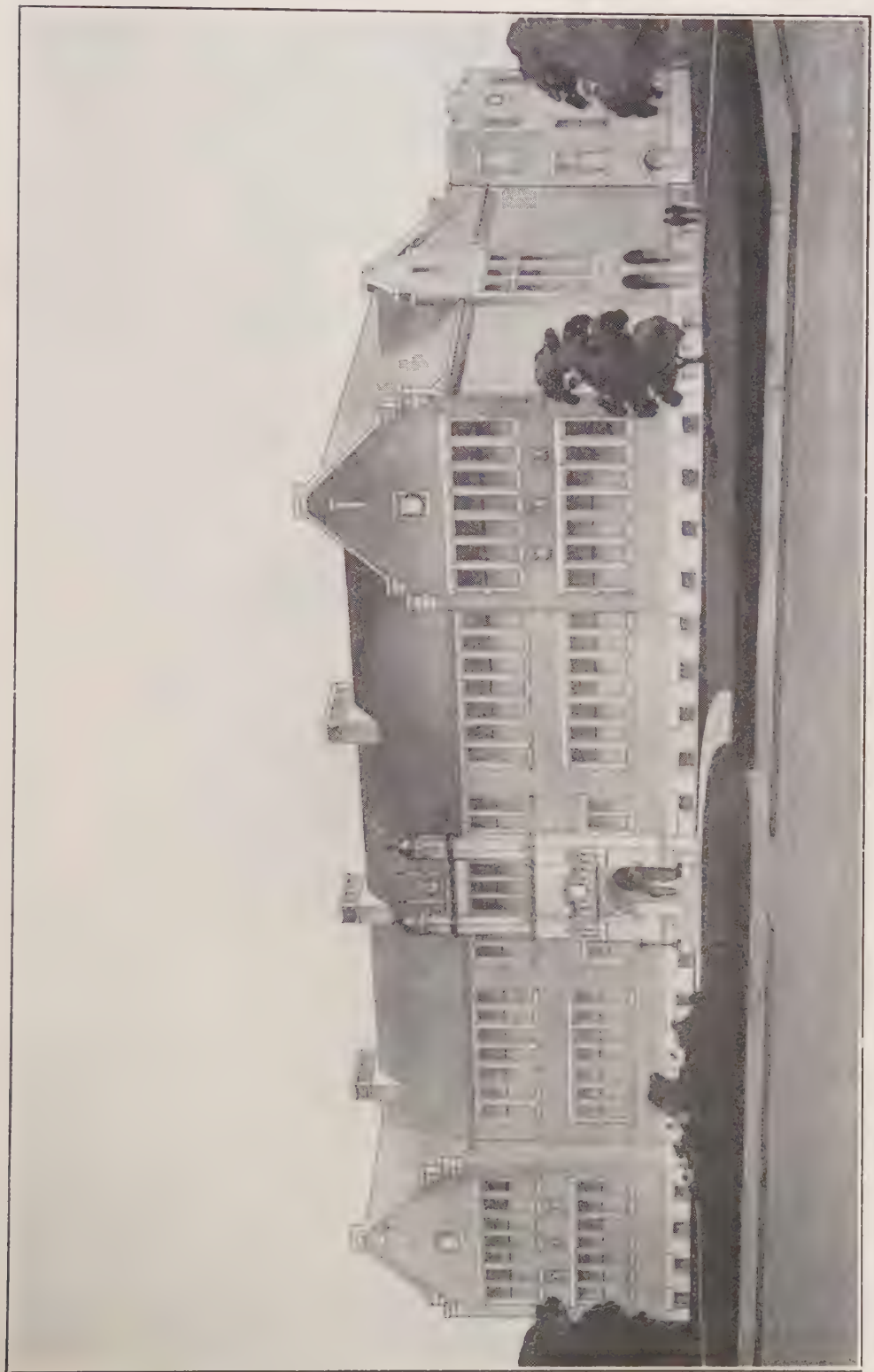
*Spelling.*—Of 2,761 High School pupils of all grades, examined by me in this subject, I estimate 35 per cent. as good, 34 per cent. as fair, and 31 per cent. as poor or bad. This is not a satisfactory record. And here again the cause is to be found chiefly in lack of suitable preparation previous to entrance to the High School. The Entrance Boards appear to have been often either unable or unwilling to exclude candidates insufficiently prepared in spelling, and after their admission the subject has been either neglected or has been consigned to an inferior place in the time-table, with perhaps a single period a week in the lowest form. Hence it often happens that a discreditable weakness in the subject comes eventually to pervade the entire school from top to bottom, and the Inspectors have been constrained to advise the formation of spelling classes even in the third forms.

Many of the Principals recognize the seriousness of having to send out at the end of their school course pupils who cannot with any confidence spell the commonest English words, and some have adopted the sensible plan of making practically every lesson in the English subjects a spelling lesson also. That is to say, it is understood that before entering upon the lesson in literature or history or whatever it may be, two or three minutes will be devoted to the study of such words in connection with the lesson as might be misspelled. The effect of this is that pupils are trained to keep a continuous lookout for such words in connection with all their work. The acquisition of this habit is the all-important thing, since spelling is learned almost wholly through the eye. As Professor Fitch puts it: "The person who spells well is simply he who carries in his memory a good visual impression of the picture of the word as it appears in a written or printed book. If he has not this, it is to no purpose that he can, merely as a memory lesson, recall the letters when you exercise him in oral spelling. And if he has this all else is unnecessary."

Chatham Collegiate Institute.



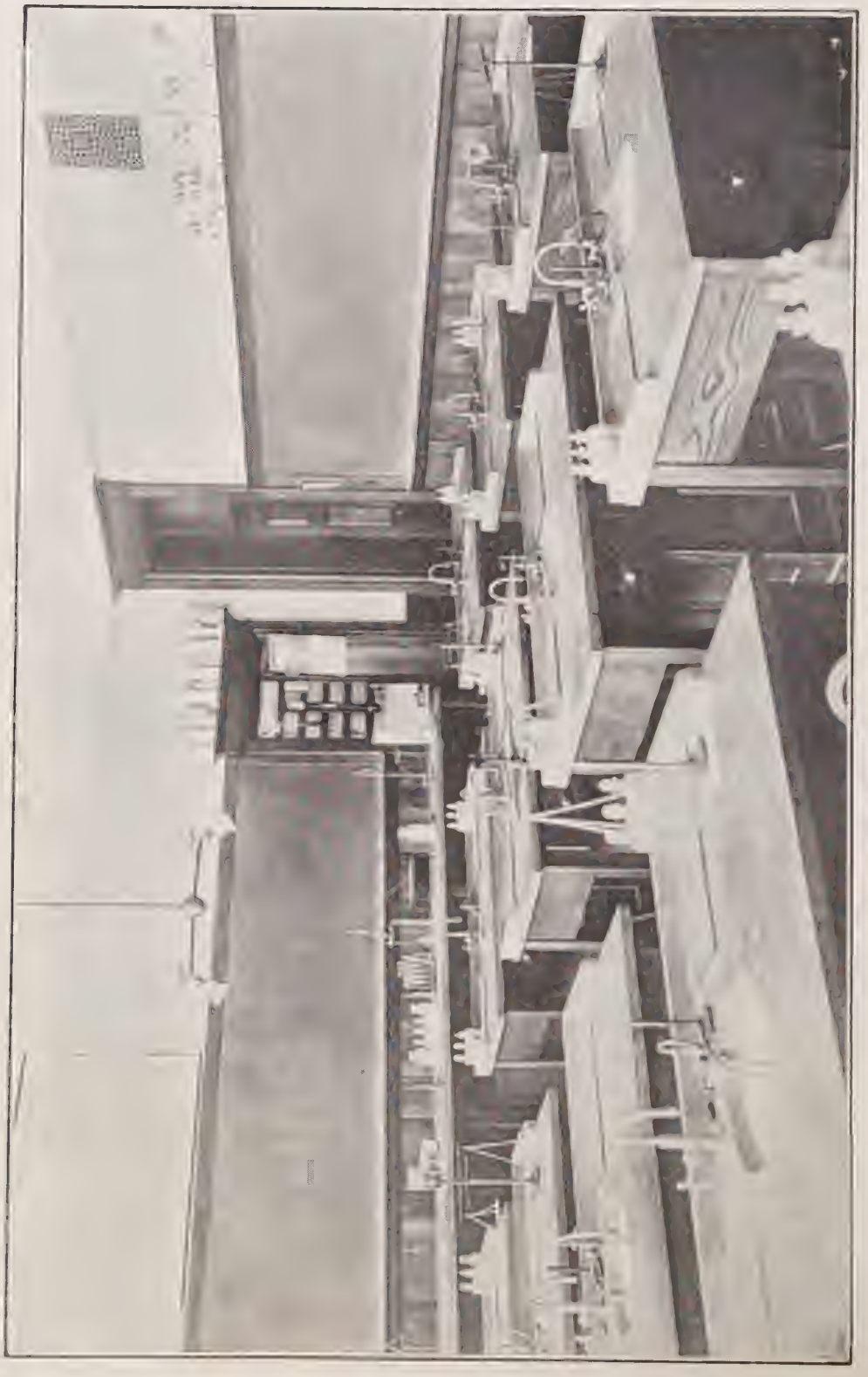
Windsor Collegiate Institute.



Brantford Collegiate Institute, Original Plan.

Riverdale High School, Toronto.

Laboratory, Malvern Avenue High School, Toronto.



Laboratory, Malvern Avenue High School, Toronto

The Laboratory, Leamington High School.

The Laboratory, Leamington High School.

### III—REPORT OF INSPECTOR HOUSTON

The Honourable R. A. Pyne, M.D., M.P.P.,
*Minister of Education for Ontario:*

Sir,—I have the honour to submit herewith a brief report on the condition of the Collegiate Institutes and High Schools which have been under my supervision for the past two years.

I am,

Your obedient servant,

J. A. Houston.

December 31st, 1910.

The schools which I have inspected are : Barrie, Clinton, Collingwood, Fort William, Goderich, Hamilton, Niagara Falls, Owen Sound, Port Arthur, Seaforth, St. Catharines, Strathroy, Arthur, Aurora, Beamsville, Bradford, Brampton, Caledonia, Cayuga, Chesley, Dundas, Dunnville, Elora, Fergus, Gravenhurst, Grimsby, Hagersville, Harriston, Kenora, Kincardine, Listowel, Meaford, Midland, Mitchell, Mount Forest, Newmarket, Niagara, Niagara Falls South, North Bay, Oakville, Orangeville, Penetanguishene, Port Dover, Port Elgin, Richmond Hill, Sault Ste. Marie, Smithville, Streetsville, Sudbury, Thorold, Walkerton, Waterdown, Weston, Welland, Wiarton and Wingham. Owing to my being called in to the Department to take charge of the Registrar's office during the fall term of 1909, I had to spend less time in some of my visits than the provisions of the Regulations demand, but thanks to the assistance given to me by the other two Inspectors, all the schools were visited during the school year.

#### Accommodations.

In the matter of accommodation a very general advance has been made, not only in the erection of new buildings, but in the improving and re-modelling of old buildings which no longer met the requirements of the steadily increasing classes. Commodious and up-to-date buildings have been erected in Dundas, Oakville, Sudbury and Port Arthur, and are in process of erection in Dunnville and Grimsby; additions have been built at Sault Ste. Marie and Newmarket; and further improvements are being planned for Orangeville, Mount Forest and Strathroy. The new Collegiate at Port Arthur, costing about $125,000, is one of the best in the Province, and is a credit to this growing western city.

There appears to be an increasing willingness on the part of Boards of Trustees to provide, as far as they are able, all the accommodation that the necessities of the case demand, not only in the matter of class-rooms but in proper laboratory facilities for the satisfactory teaching of science, a subject which is of the highest importance in such a province as Ontario, with its almost unlimited supply of waterpowers, minerals, etc. Very excellent laboratories have been furnished and equipped in all the newly erected buildings, and also at Clinton, Gravenhurst and Fort William, while at Sudbury the Board are planning for the organization of an elementary School of Mining. It must be confessed that there are yet schools in which the provision for satisfactory science teaching is far from adequate, but the requirements of the present regulations have had a very appreciable effect in bringing about a decided change for the better in this respect.

### Equipment.

The value of the equipment, especially in science and art, has been very decidedly increased. There has been more advance in the last two years than in the preceding ten, largely owing to the requirement of the Regulations that the equipment should be adequate for the work to be done. This has had an influence which has resulted in a large expenditure for libraries, scientific apparatus, maps, and art models. This result is most noticeable in the smaller schools, in many of which the increase in value has ranged from one hundred to five hundred per cent. Only in a very few schools under my jurisdiction is the value of the various items of the equipment now below the required minimum, and the making of a grant on the value of biological specimens has resulted in a very material increase in the number of such specimens in the museums, and used in the study of biology in the lower school.

The libraries for supplementary reading should now be largely increased, so that the pupils may have the fullest opportunity for securing that broad, liberal education which comes from properly directed reading along lines which are not closely connected with every-day studies. This reading should be such as would tend to cultivate a love of good literature. It should help to get the pupil away from the pressure of examinations; should broaden his outlook and lay a foundation for that culture which we have a right to expect from a properly arranged system of secondary education. I am afraid our schools are not making the most of the opportunities given them.

### Organization.

Two causes have combined to bring about an increase in the staff of many of the schools. The first is a marked increase in the number of pupils in attendance, and the second the very proper effort on the part of the Department to do away with classes that are too large in number. No regulation has been more far-reaching in its effect than that which requires that the ratio of the number of pupils to the number of teachers shall not exceed thirty to one, and that no class shall be so large as to interfere with effective work. This principle is already recognized in many of the best schools in the United States, where the classes in some cases must not exceed twenty-five, or even twenty. No one knows better than the teacher that for the best results the classes must be small, so that individual attention may be given the pupils, and the regulation limiting the number of pupils has received their cordial support.

The increase in attendance and the limiting of the number of pupils in a class has had two effects; it has been the reason for much of the building referred to in a preceding section of this report, and it has placed on the Boards the responsibility of providing sufficient teaching power in their schools. The general result has been satisfactory. Classes numbering fifty or sixty pupils are almost a thing of the past. Teachers can study the personal characteristics of their pupils and base their teaching accordingly. Energy is being conserved, not dissipated, and both teachers and pupils feel that their work is being done under conditions which tend to produce the best results.

The Principals of the schools deserve commendation for their consistent efforts in the arrangement of their time-tables to give to each of the subjects on the various courses the time and attention required. The work is, on the whole, well planned. There may be at times a tendency to give more attention to what

are commonly called the examination subjects than to the others, but speaking generally it is recognized that to forget examinations and to master the subject is the real secret of success, and that the pupil who masters the subject need fear no examination.

## Pupils' Work.

*Reading.*—This is generally satisfactory. Much of it is very good and a pleasure to listen to. Results are best when the time-table is so arranged that this most important subject is taught by the teacher of literature. The two subjects, reading and literature, are so intimately connected that they are really divisions of the same subject, the former being the vocal interpretation of the latter. It would be an advantage if more of the time devoted to the minute study of the literature texts were given to the oral reading of those texts. Very often the question whether a pupil understands a passage or not can best be answered by having him read the passage aloud. Possibly nothing further may be necessary.

*Writing and Spelling.*—I regret that I am unable to compliment the pupils on their proficiency in these two subjects. Unfortunately they are amongst the most unsatisfactory subjects on the High School programme of studies. Many of the pupils, even in the higher forms, are poor writers and poorer spellers. This condition of things is in part attributable to leniency in marking these subjects at the Entrance Examination. If candidates for admission to the High Schools were plucked for bad writing there would soon be a change for the better. It might be an advantage to judge the writing of candidates by their general answer papers instead of from a set paper. The pupil who comes into the school weak in writing and spelling too often remains so throughout his course, and schools are suffering to-day from congestion of attendance, which would not be in any such difficulty if higher standards had been set by the Entrance Boards. Many pupils fail to spell correctly ordinary words of every-day use, but are able to spell much more difficult words which are not often used. This proves that time and energy have been spent upon the subject, though the desired result has not been attained.

The experience of many teachers leads to the conclusion that in penmanship a short practice each day will produce better results than two longer lessons each week. The usual apportionment of time is two half-hour lessons each week for writing and three for book-keeping. Better progress is made if the first twelve or fifteen minutes of each of the five periods is given to writing and the rest of each period to book-keeping, putting into actual practice the lessons which have just been learned in the writing period. Pupils tire of a half hour's continuous writing exercise, as such, and since position, movement, etc., are largely matters of habit, the habit will be more quickly and satisfactorily acquired by doing the action every day than by doing it twice a week.

*Mathematics.*—The various subjects of the mathematical courses are being generally well taught. The newly authorized text-books have been well received. They are constructed along right lines, as they provide for a large part of the work being done orally during class periods. This saves tedious home-work on the part of the pupil, adds to his interest in the subject, and gives him a better mental training than would be given by working out long examples. Accuracy and speed in fundamental operations are essential and should be specially emphasized. Regular and systematic training should be given, particularly during the first year. This being done, the solution of problems would become an exercise in translating into the language of algebra or arithmetic the conditions stated in the problems;

the completion would be largely mechanical. A problem should be looked upon as a piece of literature whose meaning the pupil is to grasp and then express in mathematical language, just as he might be asked to express in Latin or in French the meaning of an ordinary English sentence. There is a strong tendency to give too much home work, and to spend too much time in routine work on the blackboard. Much of this time could be more profitably employed in general class questioning in which every pupil would have his share. Excellent training in Oral Composition is to be found in class solutions of problems in mathematics, since both clearness of thought and accuracy of statement are essential.

*Art.*—In no subject has a greater advance been made in the last two years than in art, both in the equipment provided and in the excellence of the work done. In 1907 only a few of the larger schools had anything worth mentioning in the way of art models, and in the classes there was the most elementary kind of pencil work. To-day nearly every school has models of the value required, and the pupils are doing very creditable work in pencil, charcoal, crayon and water colours. The subject has been handicapped through the scarcity of trained teachers, as the number of art specialists in the schools is small, but those who are teaching it have spared neither time nor money to qualify themselves. Many have taken advantage of the summer classes at the University; others have taken private lessons. Their eagerness to do their work well has aroused similar enthusiasm amongst their pupils, and the result is shown in many exhibits of work of excellent quality. There is still room for much improvement, but there is equal reason for congratulation on what has been accomplished.

*Elementary Biology.*—This subject has caused more heart-burning, trouble and hard work for teachers, pupils and Inspectors than any other on the programme of studies. For this there are several reasons. The course as outlined in the old regulations was indefinite, there appeared to be more work than could be covered in the time given to it. Many teachers did not understand what was required, the exhibits and records were not properly kept, and the result was often confusion worse confounded. Happily matters have improved. The new course is clearly defined, the teachers have a better idea of what is wanted, and the manual issued by the Department gives such explicit directions that the former difficulties are fast disappearing. Speaking generally, the character of the work shows great improvement and gives good promise for the future.

*Physical Culture.*—I regret to report that except in the larger schools this subject does not receive that general attention which its importance deserves. Where there is no gymnasium or assembly room there is difficulty in systematizing the work. The teachers realize that they are limited as to the exercises which may be taken, since all instruction and training have to be given in the ordinary class-rooms. In view of the fact that physical culture is as much one of the obligatory subjects of the general course of studies as reading and writing, and in view of its importance, physical, mental and moral, it is the duty of Boards and Principals to make all the provision for the development of the subject that circumstances will permit. Free calisthenics and exercises with dumbbells can be quite satisfactorily carried on in regular class-rooms, especially in winter, when opportunities of getting the fresh air out of doors are somewhat limited. Ten or twelve minutes, forenoon or afternoon, each day could be devoted to such exercises. This could be made the means of working off some of the surplus energy which might otherwise be expended in a less pleasant manner during class periods.

Most of the schools I have visited have good playgrounds where games can be carried on during favourable weather. A few, however, still lack this absolutely essential part of provision for a complete education.

I should not close this report without a word regarding the teachers in our High Schools. During the past two years I have had my first opportunity of seeing the general work as it is carried on in the class-rooms, and I must express my appreciation of the earnest, self-sacrificing spirit which characterizes the majority of the teachers. A more zealous, faithful, hard-working body of men and women it would be difficult to find. An Inspector has often to criticize, sometimes to find fault, but in general, such criticisms are received in the best spirit, and it is almost a certainty that at next visit the same reason for criticism will not exist. I have found the teachers ready to take advice, eager to learn what others are doing, and willing to spend time and energy in any way that will fit them better for their chosen profession. There is amongst them a glorious spirit of enthusiasm and optimism which must have a reflex influence upon their pupils, and bring to both the success they so earnestly desire.

Collegiate Institute, Port Arthur.

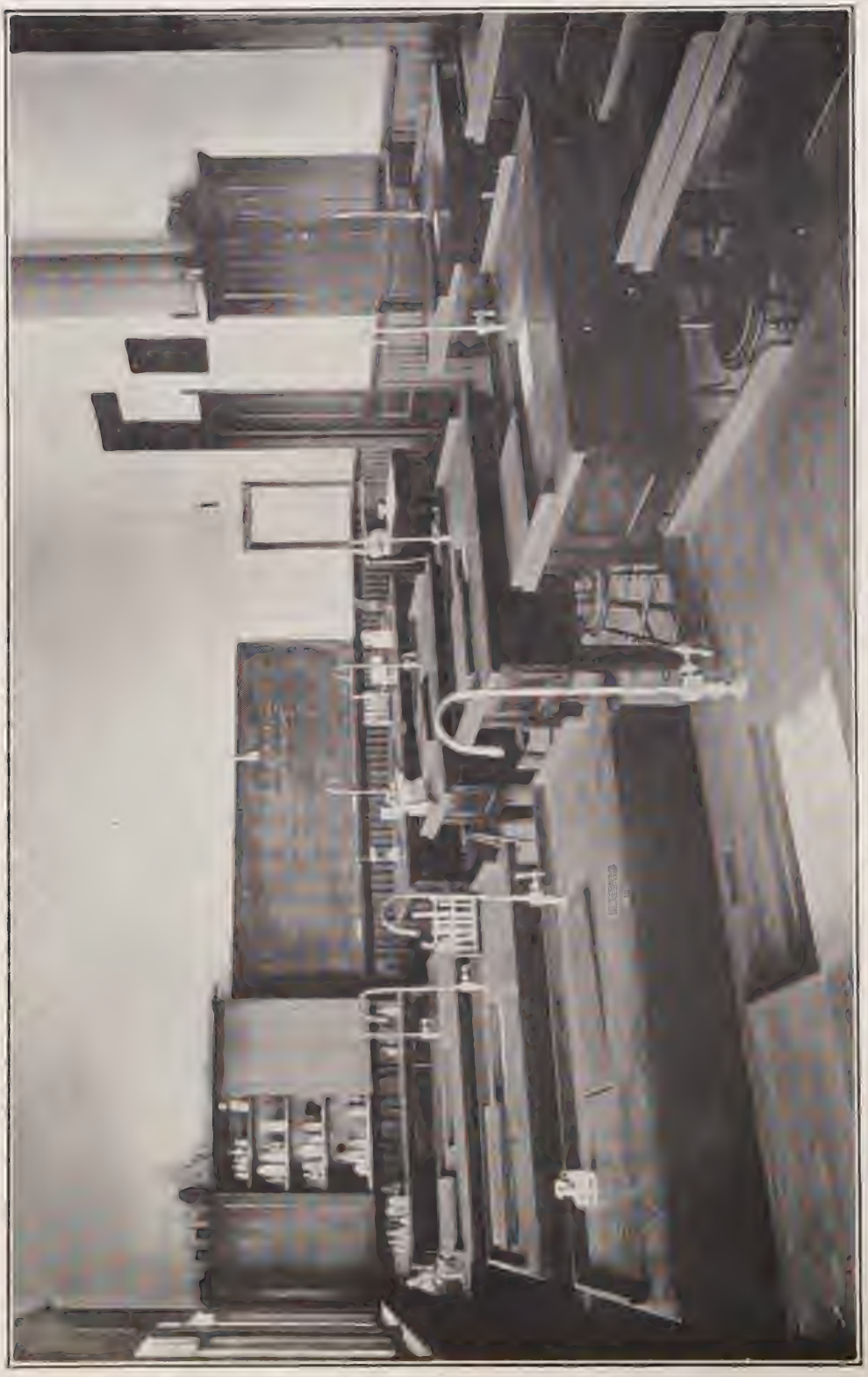
High School, Sudbury.

High School, Dundas.

High School, Oakville.

Laboratory, Oakville High School.

Laboratory, Harriston High School.



Laboratory, Gravesend High School.

# APPENDIX V—MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS

## I. Members of the Advisory Council.

John Seath, LL.D., Superintendent of Education for Ontario, Toronto.
Rev. R. A. Falconer, LL.D., President University of Toronto.
John Fletcher, LL.D., University of Toronto.
Rev. T. C. S. Macklem, LL.D., Provost Trinity College, Toronto.
John Matheson, M.A., Queen's University, Kingston.
A. C. McKay, M.A., LL.D., Chancellor McMaster University, Toronto.
Rev. W. J. Murphy, D.D., Rector Ottawa University, Ottawa.
Rev. N. Burwash, LL.D., President Victoria College, Toronto.
N. C. James, Ph.D., Provost Western University, London.
Harriet Johnston, Public School Teacher, Toronto.
Alex. Austin Jordan, B.A., Principal Central School, Kingston.
J. W. Plewes, Principal Public School, Chatham.
Thos. A. Reid, Principal Public School, Owen Sound.
John J. Rogers, Principal Separate School, Lindsay.
Rev. W. H. G. Colles, Inspector Public Schools, Chatham.
N. W. Campbell, B.A., Inspector Public Schools, Durham.
Stephen Martin, B.A., Principal Collegiate Institute, St. Mary's.
Gilbert A. Smith, M.A., Principal Jameson Ave. Collegiate Institute, Toronto.
J. J. Morrison, School Trustee, Arthur.
Jno. H. Laughton, School Trustee, Parkhill.

## II. Associate Examiners, 1910.

### ENTRANCE INTO MODEL SCHOOLS

*Bookkeeping*:

Cameron, J. H.

*Geography*:

Burke, Alex.

*Arithmetic and Mensuration*:

Loucks, Horatio.

*Spelling*:

Beatty, R.

*Grammar*:

Craig, Margaret E.

*Art*:

McCamus, Bessie.

*Algebra and Geometry*:

Wright, David T.
Williamson, James D.

*Composition and Writing*:

Tremeer, Hattie.

*Literature*:

Steer, Geo. H.
Anglin, Sara.

*History*:

Bell, Winnifred.

*Science*:

Shannon, S.

### ENTRANCE INTO NORMAL SCHOOLS

*Literature*:

Amos, Flora.
Christie, J. D.
Coutts, R. D.
Denyes, J. M.
Foucar, W. K.
Henry, Edith M.
Hamilton, Margaret A.
Liddy, W. R.
Race, W. B.
Trenaman, Mabel N.
Ward, Clara.
Weidenhammer, Wm. B.
Williams, Mary I.
Weese, Williamette.

ENTRANCE INTO NORMAL SCHOOLS—Continued

*Composition*:

Asselstine, Robt. W.
Bell, F. H.
Baird, Mabel.
Fleming, Maud E.
Libby, Minnie F.
Lane, J. S.
McManus, Emily.
Norman, Lambert.
Van Every, J. F.

*History (Ancient)*:

Barron, Robt.
Cowles, Jas. P.
Cowan, Margaret T.
De Cou, Nellie.
Davidson, John.
Dolan, John.
Freeman, John A.
Grant, D. M.
Jickling, Carrie.
McKinnon, Chas.
McVicar, A.
Osgoode, J. A.
Perry, Peter.
Stoddart, R.

*History (British and Canadian)*:

Ball, E. E.
Barr, Lydia A.
Conlin, Evelyn E.
Clark, J. C.
Charlesworth, J. W.
Forfar, C.
Guest, Emily J.
Harkness, Mary D.
Kemp, William.
Malcolm, Geo
Patterson, Harriet A.
Smith, Margaret.
Stewart, Etta M.
Wright, W. J.

*Latin*:

Berlanquet, H. S.
Bryan, H. W.
Dowsley, W. C.
Dundas, A. A.
Fitzgerald, Eliza.
Luton, J. T.
Lillie, J. T.
Munro, P. F.
Morrow, A. E.
Mackay, D.
Mills, J. H.
McGregor, Annie K.
Smith, J. C.
Will, G. E.

*Chemistry*:

Carefoot, G. A.
Dent, W. A.
Firth, J. W.
Flock, F. A.
Fletcher, W. H.
Graham, L. H.
Hodgson, J. E.
Lehman, C.
Morrison, Edward.
McEachren, Neil.
Rosevear, H. S.
Smith, A.
Wilson, W. A.

*Physics*:

Boyd, Annie A.
Follick, T. H.
Hume, J. P.
Jewett, A. E.
Johnson, Geo. S.
Jennings, W. A.
Leibner, E. O.
Morgan, J. J.
McNeice, J.
McLaurin, P. C.
Moore, J. R.
Pearson, Alex.
Rogers, W. H.
Rogers, G. F.

*Algebra*:

Hutchison, Robt. A.
Hamilton, W. B.
Knight, W. W.
Murray, T.
Odell, W. J.
Wightman, R.
Warren, J. M.
Workman, J. G.
Witheril, E. R.

*Geometry*:

Brown, Geo. A.
Campbell, J. D.
Colling, Geo. F.
Lougheed, W. J.
Myer, A. N.
McPhail, A. C.
Nelson, J.
Rose, R. C.
Sinclair, J.
Sills, W. R.
Wethey, E. J.

MATRICULATION

*Grammar*:

Cooper, Alex. B.

*Composition*:

Bell, W. N.
Elliott, T. E.
Gray, N. R.
Macdougall, Isabella.
Morrish, C. Winnifred.

*Literature*:

Barr, Janet.
Irwin, H. W.
Morden, Frances D.
Smith, Annie M.
Taylor, Mabel.
Webster, S. C.

*History*:

Bonis, H.
Gray, Geo. L.
Gilmour, A.
Lewis, Nora.
Moore, J. L.
Pettit, L. J.
Robertson, W. J.

MATRICULATION—Continued

*History*—Continued.

Spence, Augusta G. W.
Tanton, Francis.
Wallace, W. S.

*Arithmetic*:

Maclean, G. V.

*Algebra*:

Garvin, J. L.
Iler, Helen A.
McGee, C.
Munro, Margaret K.

*Geometry*:

Campbell, Alex.
Davison, James.
Delmage, Evelyn E.
Flach, U. J.
McKay, James H.
Truscott, S. A.
Windsor, Annie.

*Physics*:

Hamilton, W. J.
Keast, Walter.
Marshall, Chas.

*Chemistry*:

Brown, P. W.
Mitchener, J. L.
Manning, R. J.

*Classics*:

Andrews, R. T.
Briden, W.
Bell, J. J.
Colling, James.
Campbell, P. S.
Cudmore, S. A.
Fenton, W. J.
Haviland, H. J.
Mayberry, C. A.
Pringle, Gertrude.
Passmore, S.
Salter, J. W.
Smith, L. C.

*French and German*:

Bunnell, Effie M.
Carter, Janet.
Clark, L. J.
Clark, F. H.
Clifford, Margaret.
Cook, Margaret.
de Beaumont, Victor.
Duncan, Ethel A.
Hogarth, E. S.
Henry, Lizzie C.
Mairs, Edith.
Marty, Aletta.
Muller, P. W.
McKellar, H. S.
Stewart, Kate L.
Steele, Miss F. E.
Tapscott, H. B.
Tennant, Isabella.
Whitely, L. R.

ENTRANCE INTO FACULTIES OF EDUCATION

*English*:

Burt, A. W.
Charles, Henrietta.
Jones, Laura.
Jeffries, John.
Morgan, J.
Redditt, T. H.
Sykes, W. J.

*History*:

Cleary, Norah.
Houston, Jessie.
Jones, G. M.
Lucas, G. A.
Stothers, Robt.

*French and German*:

Bale, Geo. S.
Husband, A. J.
Marty, Sophia E.
Weir, Annie.

*Classics*:

Brown, Lyman.
Kenner, H. R. H.
Little, R. A.
Michell, W. C.
Sliter, E. O.
Twohey, J. W.

*Science*:

Ashall, Frances.
Cosens, A.
Gill, James.
Hamilton, R. S.
Hagan, J. W.
Ivey, T. J.
Johnson, F. J.
Smeaton, Wm.
Thompson, P. M.

*Mathematics*:

Crassweller, C. L.
Forbes, John W.
Kirkconnell, T. A.
Overholt, A. M.
Packham, James.
Robertson, A. M.
Rand, W. E.
Rutherford, W. W.

## III.—List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1911.

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. Principal. | Male Assistants. | Female Assistants. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | $ | $ | $ |
| Barrie | Redditt, Thomas H. | B.A., Tor. | Eng., Fr., Ger. | 1893 | 29 | .... | 1,600 | ..... | ..... |
| | Hay, Andrew | ..... | Math. | 1882 | 32 | 8 | ..... | 1,250 | ..... |
| | Morrison, Alexander Selkirk | B.A., Queen's | Eng. Hist. | 1905 | 8 | 4 | ..... | 1,250 | ..... |
| | Miller, Nannie, M. A. | ..... | Commercial, Eng | 1908 | 18 | 1 | ..... | ..... | 1,050 |
| | Tate, Mabel E. | B.A., Tor. | Classics | 1908 | 5 | .... | ..... | ..... | 1,200 |
| | Longman, Edwin | ..... | Math. | 1909 | 24 | 7 | ..... | 1,000 | ..... |
| | Preston, Thomas | B.A., Tor. | Science | 1910 | 15 | 2 | ..... | 1,300 | ..... |
| Berlin | *Williams, Walter Herbert | M.A., Queen's | Mods. and Hist. | 1905 | 6½ | 2 | 1,650 | ..... | ..... |
| | Norman, Lambert | B.A., Tor. | Com., Eng., Hist., Fr., Ger. | 1904 | 16 | 3 | ..... | 1,450 | ..... |
| | Martyn, Harold George | B.A., Tor. | Mods. and Hist. | 1904 | 8½ | 3 | ..... | 1,450 | ..... |
| | Pugsley, Edmund | B.A., Vic. | Science | 1909 | 20 | .... | ..... | 1,300 | ..... |
| | Windsor, Annie | B.A., McMaster | Math. | 1910 | 4 | .... | ..... | ..... | 1,100 |
| | Jickling, Carrie Kathleen | B.A., Vic. | Classics | 1910 | 4½ | .... | ..... | ..... | 1,200 |
| | Hockey, Muriel Joy (Interim) | B.A., Vic. | ..... | 1910 | ½ | 1¾ | ..... | ..... | 900 |
| | Brown, Harry Wilson | ..... | ..... | 1905 | 5¼ | 17 | ..... | 1,150 | ..... |
| | Houston, Daniel Wesley | ..... | (Manual Training Instr.) | 1903 | 7½ | 18 | ..... | 1,550 | ..... |
| | Ferguson, Edna M. | ..... | (Household Science Instr.) | 1910 | 6 | .... | ..... | ..... | 900 |
| | Hodgins, Nellie Kathleen | ..... | (Teacher of Writing) | 1909 | 1½ | .... | ..... | ..... | 600 |
| | Osborn, Sergeant-Major | ..... | (Physical Director) | 1909 | 1½ | ½ | ..... | ..... | ..... |
| | Betzner, Era | ..... | do do | 1909 | 1½ | ½ | ..... | ..... | ..... |
| Brantford | Burt, Arthur William | B.A., Tor. | Mods. and Eng. | 1893 | 32 | .... | 1,900 | ..... | ..... |
| | Passmore, Samuel Francis | M.A., Tor. | Classics | 1885 | 31 | .... | ..... | 1,450 | ..... |
| | Coates, Daniel Harsum | B.A., Tor. | Math. | 1893 | 23 | .... | ..... | 1,450 | ..... |
| | Bunnell, Effie Maria | B.A., Tor. | Eng., Fr., Ger. | 1891 | 19 | .... | ..... | ..... | 1,450 |
| | Shultis, Adam | ..... | Commercial | 1896 | 14 | 12 | ..... | 1,450 | ..... |
| | Thompson, Peter M. | M.A., Queen's | Science | 1909 | 11 | 5 | ..... | 1,450 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Shepherd, Martin Ward | B.A., Tor. | | 1907 | 9 | 9 | | 1,300 | |
| | McRae, Maud (Interim) | B.A., Tor. | | 1909 | 2 | | | | 750 |
| | Jamieson, William G. (Interim) | | | 1910 | | ½ | 3½ | 1,000 | |
| | Stewart, David H. (Interim) | B.A., Tor. | | 1910 | | ½ | 1½ | 1,000 | |
| | Bicknell, Harry E. (Interim) | | Art | 1910 | | ½ | 1 | 1,000 | |
| | Jenkins, Thomas H. | B.Sc., Bangor | (Manual Training Instr.) | 1910 | 5 | 15 | | 1,200 | |
| | Hartley, Edna | | (Household Science Instr.) | 1910 | 1 | 1 | | | 500 |
| Brockville | Husband, Almeron Judson | B.A., Tor. | Eng., Hist. (Interim) Fr., Ger | 1895 | 15 | 3 | 1,800 | | |
| | Forbes, John William | B.A., Tor. | Math. | 1901 | 14 | 3 | | 1,400 | |
| | Dowsley, William Clinton | M.A., Queen's | Classics, Eng., Hist. | 1907 | 11 | 4 | | 1,400 | |
| | McGuire, James F. | M.A., Queen's | Science | 1907 | 7 | 9 | | 1,400 | |
| | Somerville, Thos. C. | B.A., Tor. | Mods. and Hist. | 1909 | 16½ | 1 | | 1,400 | |
| | Giles, A. Edith | | | 1890 | 21 | 3 | | | 1,000 |
| | Richardson, Kate | | Commercial | 1898 | 15 | 6 | | | 1,050 |
| | McCormack, Mary Irene | B.A., Queen's | | 1907 | 3 | 2 | | | 850 |
| | Beattie, Lewis S. (Interim) | | | 1910 | 2 | | | 950 | |
| Chatham | Twohey, William James | M.A., Tor. | Classics | 1904 | 26 | | 1,800 | | |
| | Paterson, David Smith | B.A., Tor. | Eng., Fr., Ger. | 1888 | 34 | 1½ | | 1,400 | |
| | Taylor, Wilson | B.A., Tor. | Math. | 1894 | 25 | 2½ | | 1,400 | |
| | Edward, Frankland Ward | | Commercial | 1907 | | 5½ | | 1,400 | |
| | Sexsmith, William Newton | B.A., Tor. | Eng. and Hist. (Interim) | 1907 | 6½ | 3 | | 1,300 | |
| | Steele, Flora Elizabeth | B.A., Tor. | Mods. and Hist. | 1907 | 5 | | | | 1,350 |
| | Tuck, John Raphael (Interim) | M.A., Queen's | Science | 1909 | 2½ | 6 | | 1,300 | |
| | Agla, Mildred Alice | | | 1909 | 3 | 1 | | | 900 |
| | Cameron, Jas. McDonnell (Interim) | | | 1909 | 1½ | 1½ | | 1,000 | |
| | Gregory, Stella Lavina | | | 1911 | 4 | 2 | | | 1,000 |
| Clinton | Treleaven, John Wesley | B.A., Tor. | Classics | 1907 | 19 | | 1,500 | | |
| | Delmage, Edith Rachel | B.A., McMaster | Math. | 1906 | 6 | 4 | | | 1,100 |
| | MacDougall, Isabella J. | B.A., Tor. | Eng., Hist., Fr., Ger. | 1910 | 4½ | 3 | | | 1,100 |
| | McEachern, Neil | B.A., Tor. | Science | 1910 | 17 | 5 | | 1,200 | |
| Cobourg | Arthur, Colin Clayton | M.A., Queen's | Science | 1893 | 19 | 1 | 1,700 | | |
| | Odell, John William | B.A., Tor. | Math. | 1895 | 18 | 3 | | 1,300 | |
| | Jones, Laura Lucinda | B.A., Tor. | Eng., Fr., Ger. | 1898 | 17⅓ | | | | 1,200 |
| | Osgoode, Joseph A. | B. A., Queen's | Classics | 1910 | 5 | 1 | | 1,300 | |
| | Smith, Clayton Richard (Interim) | | Commercial | 1908 | 2⅓ | 5 | | 1,050 | |
| | Benson, John E. (Interim) | M.A., Queen's | Science | 1910 | | ½ | 10 | 1,300 | |
| | Hickey, Phillippa A. V. | | | 1909 | 2 | 6 | | | 650 |
| | Cranston, David (Sergeant) | | (Drill Instructor) | 1910 | 1 | | | | |

*Acting Principal.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Collingwood... | Brown, Percy William | B.A., Queen's | Science | 1906 | 16 | 4 | 1,600 | ..... | ..... |
| | Delmage, Evelyn E. | B.A., McMaster | Math. | 1908 | 7 | .... | ..... | ..... | 1,200 |
| | Smith, Margaret | ..... | Commercial | 1907 | 16 | 3 | ..... | ..... | 1,100 |
| | Gibson, Ethel | B.A., Tor. | Mods and Hist. | 1910 | 5½ | .... | ..... | ..... | 1,100 |
| | Fennell, Thos. H. (Interim) | ..... | ..... | 1910 | 1 | .... | ..... | 1,000 | ..... |
| Fort William . | Hamilton, William John | B.A., Queen's | Science | 1907 | 10 | 15 | 2,000 | ..... | ..... |
| | French, Fred. William | B.A., Tor. | Classics | 1910 | 19 | .... | ..... | 1,500 | ..... |
| | Cornell, Maurice Leo | M.A., Queen's | Math. | 1910 | 3 | .... | ..... | 1,400 | ..... |
| | Parlee, Edith | ..... | Commercial | 1908 | 16½ | 10 | ..... | ..... | 1,200 |
| | Grant, Christina Cameron | B.A., Tor. | Mods. and Hist. | 1908 | 8½ | 9 | ..... | ..... | 1,200 |
| | Spankie, Amy I. (Interim) | ..... | ..... | 1910 | ½ | 7 | ..... | ..... | 800 |
| | Leader, Grace E. (Interim) | ..... | ..... | 1910 | ½ | 3 | ..... | ..... | 800 |
| Galt..... | Carscadden, Thomas | M.A., Tor. | Eng Hist. | 1885 | 37 | 3 | 1,900 | ..... | ..... |
| | Evans, William Edwin | ..... | Commercial | 1892 | 21 | 4 | ..... | 1,500 | ..... |
| | Hamilton, Robert Somerville | M.A., Tor. | Science | 1894 | 21 | .... | ..... | 1,500 | ..... |
| | Carter, Janet Wishart | M.A., Tor. | Eng., Hist. (Inter.), Fr., Ger. | 1901 | 18 | .... | ..... | ..... | 1,350 |
| | Morrow, Archibald Elston | B.A., Tor. | Classics | 1905 | 21 | .... | ..... | 1,500 | ..... |
| | Cameron, John Shaw | ..... | Math. | 1909 | 15 | 1 | ..... | 1,500 | ..... |
| | Fleming, Louis Charles .. (Interim) | ..... | ..... | 1910 | 2 | 12 | ..... | 1,300 | ..... |
| | Kersey, Robert Reid .... (Interim) | M.A., Tor. | ..... | 1910 | 1 | 3 | ..... | 1,100 | ..... |
| | Smith, Arthur Frederick (Interim) | B.A., McMaster | ..... | 1910 | ½ | .... | ..... | 1,100 | ..... |
| | Yeo, Charles Timothy | ..... | (Manual Training Instr.) | 1907 | 3 | .... | ..... | 1,200 | ..... |
| | Twiss, Fannie Adelia | ..... | (Household Science Instr.). | 1907 | 3 | .... | ..... | ..... | 1,000 |
| | Hart, Frank Cyril | B.S.A., Tor. | (Agriculture Instructor) | 1907 | 3 | 3 | ..... | 1,200 | ..... |
| Goderich..... | Field, John Morden | B.A., Tor. | Eng., Hist., Fr., Ger. | 1900 | 15 | 7½ | 1,700 | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strang, Hugh Innis | B.A., LL.D., Tor. | Classics | 1871 | 43 | 3 | ..... | 1,200 | ..... |
| | Robertson, Alex. Morton | M.A., Queen's | Math., Fr., Ger. | 1908 | 15½ | 3 | ..... | 1,200 | ..... |
| | Firth, Thomas (Interim) | M.A., Tor. | Science | 1910 | ¼ | 2½ | ..... | 1,250 | ..... |
| | McArthur, Margaret | | Commercial | 1908 | 2½ | 3 | ..... | ..... | 1,000 |
| | Hodge, Gertrude Agnes | B.A., Tor. | | 1909 | 2 | 1 | ..... | ..... | 700 |
| Guelph | Davison, James | B.A., Vic. | Math. | 1892 | 36 | 2 | 1,890 | ..... | ..... |
| | Skinner, Kate Clara | B.A., Tor. | Eng., Hist., Fr., Ger. | 1895 | 16 | 1 | ..... | ..... | 1,100 |
| | Charlesworth, John William | B. A., Queen's | | 1888 | 23 | 3 | ..... | 1,250 | ..... |
| | Luton, James T. | M.A., Tor. | Classics | 1909 | 12 | 5 | ..... | 1,500 | ..... |
| | Taylor, Luther William | B.A., Queen's | Commercial | 1902 | 9 | 3½ | ..... | 1,300 | ..... |
| | McNeice, James | B.A., Tor. | Science | 1910 | 15 | 3 | ..... | 1,600 | ..... |
| | Ricker, Harry E. | | | 1908 | 7½ | 6 | ..... | 1,050 | ..... |
| | Taylor, Daisy E. (Interim) | | | 1908 | 2½ | 6 | ..... | ..... | 750 |
| | Smith, Margaret Hübner | | | 1909 | 16 | .... | ..... | ..... | 700 |
| | Blyth, Sara | | Commercial (Interim) | 1910 | 5½ | 7 | ..... | ..... | 1,000 |
| Hamilton | Thompson, Robert Allan | B.A., Tor.,LL.D., McM | Math. | 1885 | 25 | .... | 2,840 | ..... | ..... |
| | Turner, John Burgess | B.A., Queen's | Math., Science | 1885 | 29 | 3 | ..... | 2,200 | ..... |
| | Logan, William McGregor | M.A., Tor. | Classics | 1892 | 25 | .... | ..... | 2,000 | ..... |
| | Hogarth, Eber Septimus | B.A., Tor. | Eng., Fr., Ger. | 1892 | 22 | .... | ..... | 2,000 | ..... |
| | McGarvin, Michael James | B.A., Tor. | Mods. and Hist. | 1906 | 4½ | 1¾ | ..... | 1,840 | ..... |
| | Gill, James | B.A., B. Pæd., Tor. | Math. | 1892 | 21 | 2 | ..... | 1,800 | ..... |
| | Simpson, Benjamin L. | M.A., Queen's | Math. | 1905 | 5½ | 3 | ..... | 1,640 | ..... |
| | Morris, Arthur Whitmore | M.A., Tor. | Classics | 1906 | 6 | 5 | ..... | 1,640 | ..... |
| | Johnston, George Lang | B.A., Queen's | Commercial | 1888 | 23 | 3 | ..... | 1,640 | ..... |
| | Armstrong, Geo. Francis | B.A., Tor. | Math. | 1907 | 8½ | 1½ | ..... | 1,600 | ..... |
| | Morrison, Edward | B.A., Tor. | Science | 1907 | 4½ | 6 | ..... | 1,540 | ..... |
| | Marshall, Charles Frederick | B.A., Tor. | Science | 1909 | 3½ | .... | ..... | 1,440 | ..... |
| | Freeman, John Alexander | B.A., Tor. | Classics | 1909 | 22 | .... | ..... | 1,440 | ..... |
| | Smith, Kathrina V. R. | M.A., Tor. | Mods. and Hist. | 1908 | 2½ | .... | ..... | ..... | 1,340 |
| | McGee, Cyril Houghton | B.A., Trin. | Math. | 1909 | 14 | .... | ..... | 1,440 | ..... |
| | Moffatt, William John (Interim) | B.A., Queen's | | 1909 | 1¾ | 12 | ..... | 1,440 | ..... |
| | Collins, Herbert Eugene | B.A., Tor. | Mods. and Hist. | 1911 | 4½ | .... | ..... | 1,400 | ..... |
| | Robinson, John Beverley (Interim) | B.A., Queen's, B.Pæd. Tor. | | 1910 | 9 | 16 | ..... | 1,400 | ..... |
| | Edwards, John James (Interim) | B.A., Queen's | | 1911 | ½ | 5½ | ..... | 1,200 | ..... |
| | Elmslie, Kate | | | 1908 | 2½ | 6 | ..... | ..... | 700 |
| | Edwards, Mabel Cordelia | | | 1908 | 4½ | .... | ..... | ..... | 700 |
| | Hill, Mary Alpena | | | 1909 | 9 | 3¾ | ..... | ..... | 700 |
| | Taylor, Mabel Annie | B.A., Queen's | | 1904 | 7 | 4½ | ..... | ..... | 900 |
| | Davidson, Margaret Cheyne | | | 1876 | 35 | 14 | ..... | ..... | 500 |
| | Syme, John James | | (Drill Instructor) | 1905 | 5½ | .... | ..... | ..... | ..... |
| Ingersoll | Briden, William | B.A., Queen's | Classics, Eng. | 1886 | 30 | ½ | 1,500 | ..... | ..... |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Ingersoll.—*Con* | Hume, John P. | B.A., Queen's | Science | 1910 | 19 | .... | ..... | 1,400 | ..... |
| | Francis, Annie Buchan | B.A., Tor. | Mods. and Hist. | 1908 | 8 | 1 | ..... | ..... | 1,150 |
| | Hills, Minnie | B.A., Tor. | Math. | 1910 | 9 | .... | ..... | ..... | 1,150 |
| | Barker, George A. (Interim) | ..... | Commercial | 1911 | 3 | 11 | ..... | 1,300 | ..... |
| | Tanton, Francis | ..... | (Manual Training) | 1908 | 2⅓ | 11 | ..... | 1,200 | ..... |
| Kingston | Sliter, Ernest Oscar | M.A., Tor. | Classics | 1888 | 23 | .... | 1,700 | ..... | ..... |
| | Sills, William Ryerson | M.A., Queen's | Math. | 1897 | 19 | 3 | ..... | 1,500 | ..... |
| | Bale, George Sidney | B.A., Tor. | Eng., Hist., Fr., Ger. | 1906 | 10 | .... | ..... | 1,400 | ..... |
| | Anderson, William George | B.A., Tor. | Eng., Hist., Classics | 1909 | 9½ | 3½ | ..... | 1,400 | ..... |
| | Fraser, James William | B.A., Tor. | ..... | 1904 | 7½ | 10 | ..... | 1,200 | ..... |
| | Anderson, Frank Cecil | B.A., Queen's | Science, Com. | 1909 | 8 | 5 | ..... | 1,300 | ..... |
| | Dolan, George Robert | B.A., Queen's | Classics, Eng., Hist. | 1910 | 9½ | .... | ..... | 1,300 | ..... |
| | Saunders, William John | M.A., Queen's | Science | 1908 | 10½ | 3 | ..... | 1,300 | ..... |
| | Hedley, William Powell | B.A., Tor. | Math. | 1908 | 6½ | 8 | ..... | 1,200 | ..... |
| | Chase, Reginald M. (Interim) | B.A., Tor. | Classics | 1910 | 5 | .... | ..... | 1,100 | ..... |
| | Henstridge, Elizabeth | M.A., Queen's | Eng., Hist., Fr., Ger. | 1907 | 9 | 7 | ..... | ..... | 1,100 |
| | Hatch, Augustus T. | B.A., Bowdoin | (Manual Training Instructor) | 1903 | 8 | .... | ..... | 1,300 | ..... |
| | Chown, Hattie L. | ..... | ..... | 1905 | 6 | 20 | ..... | ..... | 900 |
| | Henry, Stanley Hunter. (Interim) | M.A., Queen's | Math. | 1910 | ½ | .... | ..... | 1,300 | ..... |
| | Palmer, George A. | ..... | (Drill Instructor) | 1910 | 1½ | .... | ..... | ..... | ..... |
| Lindsay | Kirkconnell, Thomas A. | B.A., Queen's | Math. | 1908 | 25 | 3 | 1,800 | ..... | ..... |
| | Jennings, Edwin Wm. | B.A., Tor. | Eng. Hist. | 1909 | 8 | 4 | ..... | 1,450 | ..... |
| | Miller, Everton A. | M.A., McMaster | Classics | 1910 | 3 | 3 | ..... | 1,450 | ..... |
| | MacKay, Donald Alex. | B.A., Queen's | Science | 1910 | 10 | 5 | ..... | 1,400 | ..... |
| | Manning, Gordon (Interim) | B.A., Toronto | Eng. Hist. | 1910 | ½ | 1 | ..... | 1,200 | ..... |
| | Lucas, Gavin A. | B.A., Toronto | Commercial | 1910 | 8 | 6 | ..... | 1,400 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Rogers, Mark .....(Interim) | ..... | ..... | 1910 | ½ | ..... | ..... | 900 | ..... |
| | Moir, Catherine Elizabeth ..... | ..... | ..... | 1908 | 16½ | 4 | ..... | ..... | 900 |
| | Whyte, Marion.....(Interim) | B.A., Tor. ..... | Mods. and Hist. ..... | 1910 | ..... | 3 | ..... | ..... | 1,000 |
| | McKenzie, D. A. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) .... | 1909 | 1 | ..... | ..... | 1,200 | ..... |
| London..... | McCutcheon, Fred. Wm. Caswell... | B.A., Tor. ..... | Fr. and Ger. (Interim), Math., Eng. and Hist. ..... | 1900 | 13½ | ..... | 2,200 | ..... | ..... |
| | Little, Robert A. ..... | B.A., Tor. ..... | Classics ..... | 1886 | 26½ | ..... | ..... | 2,000 | ..... |
| | McVicar, Archibald ..... | B.A., Tor. ..... | Eng., Hist. ..... | 1903 | 13½ | 4½ | ..... | 1,800 | ..... |
| | Stuart, Frederick Alfred..... | M.A., Tor. ..... | Science ..... | 1903 | 16 | ..... | ..... | 1,800 | ..... |
| | Overholt, Arthur Milton..... | M.A., McMaster .... | Math. ..... | 1908 | 11 | ½ | ..... | 1,800 | ..... |
| | MacDonald, Geo. Leslie..... | B.A., Tor. ..... | Eng., Fr., Ger. ..... | 1908 | 18 | 7 | ..... | 1,800 | ..... |
| | McKellar, Herbert S. ..... | B.A., Tor. ..... | Fr., Ger. ..... | 1909 | 15½ | ..... | ..... | 1,700 | ..... |
| | Dickenson, James Arthur..... | ..... | Commercial ..... | 1895 | 24 | 4 | ..... | 1,800 | ..... |
| | Andrus, Guy Ambrose ..... | ..... | ..... | 1888 | 26 | 7⅓ | ..... | 1,800 | ..... |
| | Riddell, Frank P. ..... | B.A., Tor. ..... | Classics ..... | 1898 | 21 | ..... | ..... | 1,700 | ..... |
| | Mooney, Wm. H. Thos. ..... | B.A., Tor. ..... | Classics (Interim) ..... | 1903 | 8½ | 6 | ..... | 1,700 | ..... |
| | Gray, Neil Roy ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1904 | 7½ | 3 | ..... | 1,700 | ..... |
| | Cameron, John H. ..... | ..... | ..... | 1911 | 3½ | 13 | ..... | 1,400 | ..... |
| | Kelly, Henry H. ..... | B.A., Tor. ..... | Math. (Interim) ..... | 1908 | 11 | 6 | ..... | 1,700 | ..... |
| | Buchanan, John Alexander..... | B.A., Queen's ..... | Commercial ..... | 1907 | 9½ | 3 | ..... | 1,700 | ..... |
| | Walker, Arthur John..... | B.A., Queen's ..... | ..... | 1908 | 7 | 8 | ..... | 1,700 | ..... |
| | MacRoberts, Joseph H.W..... | ..... | ..... | 1911 | 2 | 16 | ..... | 1,500 | ..... |
| | Perry, Samuel Walter ..... | B.A., Vic. ..... | Classics ..... | 1909 | 29 | ..... | ..... | 1,600 | ..... |
| | Calvert, Joseph Fletcher..... | M.A., McMaster .... | Science ..... | 1909 | 6 | 1½ | ..... | 1,600 | ..... |
| | Jones, Samuel S. ..... | ..... | ..... | 1892 | 20 | 6 | ..... | 1,700 | ..... |
| | Downing, John Henry ..... | ..... | ..... | 1900 | 11 | 8 | ..... | 1,700 | ..... |
| | Anderson, Jessie Inglis ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1906 | 5½ | ..... | ..... | ..... | 1,200 |
| | Kelso, Alice C. ..... | ..... | ..... | 1897 | 15½ | 2½ | ..... | ..... | 1,200 |
| | Davidson, S. Kelso ..... | ..... | (Art Instructor) ..... | 1887 | 30 | ..... | ..... | 900 | ..... |
| | Macpherson, Mary C. ..... | B.A., Queen's ..... | (Household Science Instr.).. | 1908 | 8 | ..... | ..... | ..... | 900 |
| | Gregory, William ..... | ..... | (Drill Instructor) ..... | 1902 | ..... | ..... | ..... | ..... | ..... |
| Morrisburg ... | Jamieson, James Smyth..... | M.A., Vic. ..... | Eng. ..... | 1882 | 35 | 4 | 1,500 | ..... | ..... |
| | Boyd, Annie Alicia ..... | M.A., Queen's ..... | Com. Science ..... | 1907 | 6½ | 8 | ..... | ..... | 1,300 |
| | Henry, Thos. McKee..... | B.A., Tor. ..... | Math. ..... | 1908 | 27 | 4 | ..... | 1,400 | ..... |
| | Bouck, Clarence David ..(Interim) | ..... | ..... | 1909 | 2½ | 17½ | ..... | 1,000 | ..... |
| | Carman, Margaret Ellacif (Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1909 | 1 | ..... | ..... | ..... | 900 |
| | May, Annie ..... | B.A., Tor. ..... | Classics ..... | 1909 | 6 | ..... | ..... | ..... | 1,100 |
| | Campbell, Arch. Duncan..... | B.S.A., Tor. ..... | (Agriculture Instructor).... | 1909 | 1 | 7 | ..... | 1,200 | ..... |
| Napanee ..... | Flach, Ulysses Jacob..... | M.A., Tor. ..... | Math. ..... | 1900 | 22 | ..... | 1,700 | ..... | ..... |
| | Haviland, Hugh J. ..... | B.A., Tor. ..... | Classics ..... | 1910 | 10 | ..... | ..... | 1,300 | ..... |
| | Might, Lincoln ..... | M.A., Queen's ..... | Science ..... | 1910 | 17 | 3 | ..... | 1,300 | ..... |
| | Dickey, Mary Ada ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1910 | 8 | ..... | ..... | ..... | 1,200 |
| | Grange, Helen Aldworth..... | B.A., Tor. ..... | ..... | 1909 | 5 | ..... | ..... | ..... | 900 |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Napanee.—*Con.* | Moir, Isabella | | Commercial | 1909 | 3½ | 8 | ..... | ..... | 1,000 |
| Niagara Falls | Dickson, James D. | B.A., Tor. | Math. | 1893 | 23 | 3 | 1,800 | ..... | ..... |
| | Walker, David McKenzie | | Commercial | 1893 | 21 | 16 | ..... | 1,500 | ..... |
| | Will, George Edwin | B.A., Tor. | Classics | 1901 | 11 | 3 | ..... | 1,500 | ..... |
| | Madill, Alonzo James | B.A., McMaster | Science | 1910 | 8 | 3½ | ..... | 1,500 | ..... |
| | Logan, Jessie M. | B.A., Tor. | Mods. and Hist. | 1907 | 3½ | .... | ..... | ..... | 1,150 |
| | Ward, Clara A. | B.A., Tor. | Mods. and Hist. | 1910 | 7½ | .... | ..... | ..... | 1,200 |
| | Kent, Eleanor | | Commercial | 1909 | 12 | 2½ | ..... | ..... | 1,100 |
| | Tuke, William H. | | | 1911 | 5 | .... | ..... | 1,200 | ..... |
| | Vandersluys, Captain | | (Physical Director) | 1908 | ..... | .... | ..... | ..... | ..... |
| Orillia | Lillie, John T. | B.A., Vic | Classics | 1910 | 23 | .... | 1,600 | ..... | ..... |
| | Doidge, Thomas Clarke | B.A., Tor. | Math., Commercial | 1899 | 17 | 5 | ..... | 1,400 | ..... |
| | Sanders, Charlotte | B.A., McMaster | Commercial (Interim), Science | 1910 | 6 | 1 | ..... | ..... | 1,300 |
| | Duncan, Ethel Anne | B.A., Tor. | Mods. and Hist. | 1908 | 3½ | ½ | ..... | ..... | 950 |
| | McGuirl, Thomas Henry | B.A., Queen's | Art, Commercial | 1908 | 10 | 5 | ..... | 1,050 | ..... |
| | Graham, Felicia (Interim) | B.A., Tor. | Mods. and Hist. | 1909 | 1½ | ½ | ..... | ..... | 850 |
| | Clark, Ira Ethelbert | | | 1906 | 4½ | 7 | ..... | 850 | ..... |
| | Allison, Henrietta E. (Interim) | M.A., Tor. | | 1911 | ..... | .... | ..... | ..... | 800 |
| Ottawa | McDougall, Alexander Hiram | B.A., Tor. | Math. | 1889 | 27 | .... | 2,900 | ..... | ..... |
| | Macmillan, John | B.A., LL.D., Tor. | Eng. | 1864 | 46 | 5 | ..... | 2,100 | ..... |
| | Sykes, William John | B.A., Tor. | Eng., Fr., Ger. | 1894 | 19 | 3 | ..... | 2,100 | ..... |
| | Campbell, Daniel Alexander | B.A., Tor. | Science | 1896 | 14 | 3 | ..... | 2,100 | ..... |
| | Marty, Aletta Elise | M.A., Queen's | Fr., Ger. | 1903 | 16 | 3 | ..... | ..... | 1,900 |
| | Norris, Isaac Taylor | B.A., Queen's | Math. | 1898 | 15 | .... | ..... | 1,900 | ..... |
| | Hardie, William | B.A., Tor. | Classics | 1905 | 19 | .... | ..... | 1,900 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Stothers, Robert | B.A., Queen's | | 1887 | 24 | 8 | 1,900 | | |
| | Hood, Finlay | | Commercial, Art | 1906 | 6 | 7 | 1,500 | | |
| | Simpson, Robert S. | | Commercial | 1903 | 12 | 9 | 1,600 | | |
| | Armstrong, Wm. Gilnochie | M.A., Tor. | Mods. and Hist. | 1900 | 16 | 4 | 1,550 | | |
| | Smeaton, William | B.A., Tor. | Science | 1906 | 10½ | 1½ | 1,600 | | |
| | Nichol, William Wallace | B.A., Tor. | Math. | 1909 | 13 | 1½ | 1,700 | | |
| | Stevenson, Wm. John | | | 1906 | 20 | 8 | 1,500 | | |
| | Tomkins, Elizabeth Augusta | | | 1902 | 8½ | 19 | | | 1,200 |
| | McManus, Emily | M.A., Queen's | Eng. Hist. | 1906 | 15 | 3½ | | | 1,200 |
| | Keogh, Lucius Richard | | | 1907 | 4½ | 8½ | 1,300 | | |
| | Mann, Harry Clarke | B.A., McMaster | | 1907 | 3½ | 6 | 1,300 | | |
| | Graham, William Andrew | B.A., Tor. | | 1908 | 12½ | 3 | 1,500 | | |
| | McMillan, George O. | M.A., Queen's | Science | 1909 | 5 | ½ | 1,500 | | |
| | Kaiser, Jesse Bermath | | | 1909 | 17 | 4 | 1,300 | | |
| | Muir, Jessie (Interim) | B.A., Queen's | Fr., Ger. (Interim) | 1909 | 1½ | 8 | | | 1,100 |
| | Simpson, Alexander McGregor (Interim) | M.A., Tor. | Math. | 1910 | 1½ | | 1,300 | | |
| | McNab, John Charles | | Commercial | 1910 | 4½ | | 1,400 | | |
| | Phillips, Fred. Shepherd. (Interim) | | | 1909 | 1½ | | 1,100 | | |
| | Mabee, George Elliott | B.A., Tor. | Fr., Ger. | 1910 | 17½ | | 1,400 | | |
| | Patterson, Arnott Martin (Interim) | M.A., Queen's | Science | 1910 | 2½ | ½ | 1,500 | | |
| Owen Sound | Murray, Thomas | B.A., Tor. | Math. | 1897 | 17 | | 2,100 | | |
| | Packham, James Henry | B.A., Vic. | Math., Commercial | 1884 | 27½ | 2 | 1,600 | | |
| | Brown, Lyman | M.A., Tor. | Classics | 1903 | 13½ | 1½ | 1,600 | | |
| | Van Every, John Fair | B.A., Tor. | Eng., Hist., Fr., Ger. | 1903 | 13 | | 1,600 | | |
| | Elmslie, Wallace | B.A., Tor. | Mods. and Hist. | 1909 | 9½ | | 1,500 | | |
| | Robertson, George A. | B.A., Tor. | Science | 1909 | 6½ | 5 | 1,500 | | |
| | Whitely, Lester R. | B.A., Tor. | Mods. and Hist. | 1910 | 8½ | | 1,400 | | |
| | Dowkes, William J. | | | 1903 | 7 | 12 | 1,200 | | |
| | Asselstine, Oliver | M.A., Queen's | Math. | 1907 | 3½ | | 1,100 | | |
| | Edwards, Grace (Interim) | M.A., Tor. | Mods. and Hist. | 1909 | 2½ | | | | 1,000 |
| | Shaver, Charles S. (Interim) | B.A., Queen's | | 1909 | 2½ | 4½ | 1,000 | | |
| | Pritchard, Frances Palmer | | (Household Science Instr.) | 1907 | 4 | | | | 700 |
| | Hutton, Arthur E. | | (Manual Training Instr.) | 1910 | ½ | | 1,200 | | |
| Perth | McKim, William Andrew | B.A., Tor. | Eng., Hist., Fr., Ger. | 1900 | 13½ | 3 | 1,600 | | |
| | Marlin, Lewis A. | M.A., Queen's | Science (Interim) | 1910 | 3 | 7 | 1,400 | | |
| | Frost, Francis Henry | B.A., Tor. | Math. | 1906 | 16 | 2 | 1,300 | | |
| | O'Brien, William J. (Interim) | | Commercial | 1910 | | 5½ | 1,200 | | |
| | Cowan, Margaret T. | B.A., Tor. | Classics | 1910 | 4½ | | | | 1,100 |
| | Hamer, Roy S. | B.S.A., Tor. | (Agriculture Instructor) | 1907 | 3½ | 2 | 1,200 | | |
| Peterborough | Kenner, Henry Rowe H. | B.A., Tor. | Classics | 1893 | 22 | ½ | 2,000 | | |
| | Fessenden, Cortez | M.A., Trin. | Math. | 1890 | 35 | 3 | 1,700 | | |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Peterborough—*Con.* | Srigley, Edgar Cooper | ..... | Commercial ..... | 1902 | 16 | 5½ | ..... | 1,320 | ..... |
| | Weir, Annie | B.A., Tor. | Eng., Hist., Fr., Ger. | 1904 | 14 | 6 | ..... | ..... | 1,500 |
| | Hodgson, Joseph Emerson | B.A., Tor. | Science | 1905 | 8½ | 4½ | ..... | 1,500 | ..... |
| | Merritt, Robert Norris | B.A., Tor. | Math. | 1906 | 11 | 1½ | ..... | 1,500 | ..... |
| | Stubbs, Samuel James | B.A., Tor. | Eng., Hist., Classics | 1907 | 14 | 3 | ..... | 1,500 | ..... |
| | Harvey, John Franklyn | B.A., Queen's | ..... | 1907 | 3⅓ | 9 | ..... | 1,250 | ..... |
| | Pettit, Louis John | B.A., Queen's | Eng., Hist. | 1908 | 5½ | 3 | ..... | 1,500 | ..... |
| | Alford, Ethel | M.A., Queen's | Fr., Ger. (Interim) | 1909 | 2½ | 5 | ..... | ..... | 1,250 |
| | Fergusson, George A. | B.A., Tor. | Classics | 1910 | 7½ | 2 | ..... | 1,450 | ..... |
| | Firth, Joseph Wilson | B.A., Tor. | Science | 1910 | 3 | 2 | ..... | 1,400 | ..... |
| Picton | Dolan, John Henry | B.A., Queen's | Classics | 1899 | 12½ | .... | 1,500 | ..... | ..... |
| | Dobson, Robert | B.A., Vic. | Math. | 1880 | 47 | 3½ | ..... | 1,200 | ..... |
| | Bigg, Edmund Murney | M.A., Tor. | Science | 1906 | 37 | .... | ..... | 1,200 | ..... |
| | Mallory, Bertha | ..... | Commercial | 1909 | 3½ | 10 | ..... | ..... | 1,000 |
| | Williams, Mary I | B.A., Queen's | Mods. and Hist. | 1910 | 4½ | .... | ..... | ..... | 950 |
| | Clark, Elizabeth (Interim) | M.A., Tor. | Mods. and Hist., Eng. and Hist. | 1910 | ½ | .... | ..... | ..... | 800 |
| | Irwin, Alfred H. (Interim) | ..... | ..... | 1910 | ¼ | 2 | ..... | 900 | ..... |
| | MacVannell, Alexander P. | B.S.A., Tor. | (Agriculture Instructor) ... | 1909 | 1½ | .... | ..... | 1,200 | ..... |
| Port Arthur | Howell, William B. L. | B.A., Tor. | Classics | 1904 | 13 | .... | 1,950 | ..... | ..... |
| | Cranston, David Loudon | B.A., Tor. | Math. | 1907 | 7 | .... | ..... | 1,700 | ..... |
| | Cloney, S. Louise | M.A., Queen's | Eng., Hist., Fr., Ger. | 1910 | 14 | 4 | ..... | ..... | 1,100 |
| | Rosevear, Howard Stanley | B.A., Tor., M.A., Harv. | Science, Commercial | 1910 | 15 | .... | ..... | 1,600 | ..... |
| | Milne, Thomas Fred. | ..... | Commercial | 1909 | 5 | 5½ | ..... | 1,700 | ..... |
| | Aitchison, Belle | ..... | ..... | 1903 | 16 | 3 | ..... | ..... | 1,100 |
| | Whiddon, John W. | ..... | (Manual Training Instr.) .. | 1910 | ..... | 7 | ..... | 1,500 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Renfrew | Bryan, Hugh Wallace | M.A., Queen's | Classics | 1907 | 13⅔ | .... | 1,600 | ..... | ..... |
| | Baird, Alex. William (Interim) | M.A., Queen's | Eng., Hist., Fr., Ger. | 1908 | 2½ | .... | ..... | 1,200 | ..... |
| | Forrest, William | B.A., M.D., Tor. | Science | 1910 | 20 | 6 | ..... | 1,200 | ..... |
| | Taylor, John G. | B.A., Tor. | Math. | 1911 | 11 | 5 | ..... | 1,200 | ..... |
| | Corkery, Florence (Interim) | M.A., Queen's | | 1910 | 3 | 3 | ..... | ..... | 900 |
| | Morrison, Delle Selena (Interim) | | Commercial | 1908 | 2 | 2 | ..... | ..... | 1,000 |
| | Webster, Leah (Interim) | | | 1910 | ½ | 3 | ..... | ..... | 600 |
| Ridgetown | Little, John George | B.A., Tor. | Math. | 1889 | 24 | ½ | 1,500 | ..... | ..... |
| | Watterworth, Grace M. | | Commercial | 1907 | 10½ | 2 | ..... | ..... | 950 |
| | Closs, Frank David | | Science | 1909 | 14 | 2½ | ..... | 1,000 | ..... |
| | Breckon, F. Louise (Interim) | B.A., Tor. | Classics | 1910 | ½ | .... | ..... | ..... | 1,000 |
| | Trenaman, Mabel N. | B.A., Tor. | Mods. and Hist. | 1910 | 8½ | .... | ..... | ..... | 900 |
| St. Catharines | Coombs, Albert Ernest | M.A., B. Pæd., Tor. | Classics | 1909 | 18½ | .... | 1,700 | ..... | ..... |
| | Robertson, William John | B.A., Tor., LL.B., Vic. | Math. | 1874 | 37 | .... | ..... | 1,500 | ..... |
| | Follick, Thomas Henry | M.A., Vic. | Science | 1909 | 20½ | 2 | ..... | 1,300 | ..... |
| | Odlum, Dora Eleanor | B.A., Trin. | Mods. and Hist. | 1907 | 7½ | 1 | ..... | ..... | 1,200 |
| | Jamieson, Clinton Egerton | | Commercial | 1909 | 6½ | 1 | ..... | 1,200 | ..... |
| | Caverhill, Arthur Elliot | | | 1894 | 18 | 15 | ..... | 1,050 | ..... |
| | McRae, Donella Maude | B.A., Queen's | Mods. and Hist. | 1909 | 6½ | 2 | ..... | ..... | 1,000 |
| | Mitchell, Jessie | B.A., Tor. | | 1909 | 14 | 9 | ..... | ..... | 900 |
| St. Mary's | Martin, Stephen | B.A., Tor. | Math. | 1886 | 24½ | 3½ | 1,600 | ..... | ..... |
| | O'Donoghue, Mary Helen | B.A., Tor. | Mods. and Hist. | 1908 | 2½ | .... | ..... | ..... | 1,100 |
| | Bielby, George H. | B.A., Tor. | Science (Interim) | 1910 | 3½ | 7 | ..... | 1,200 | ..... |
| | Burns, Charles James (Interim) | B.A., Queen's | Classics | 1910 | 1½ | .... | ..... | 1,200 | ..... |
| | Thackeray, Barton Earl | B.A., Tor. | | 1906 | 5½ | 2½ | ..... | 1,000 | ..... |
| | Wilson, M. Grace E. | | Commercial | 1910 | 2½ | 6 | ..... | ..... | 1,000 |
| St. Thomas | Voaden, Arthur C. | M.A., Queen's | Eng., Hist. (Interim), Com. | 1903 | 16 | 2 | 1,800 | ..... | ..... |
| | Auld, Charles | B.A., Tor. | Math. | 1909 | 16 | .... | ..... | 1,500 | ..... |
| | Cook, Margaret | M.A., Tor. | Eng., Hist., Fr., and Ger. | 1903 | 15 | .... | ..... | ..... | 1,500 |
| | Liebner, Ernest O. | B.A., Queen's | Science | 1909 | 17 | .... | ..... | 1,500 | ..... |
| | Gray, George L. | B.A., Tor. | Eng. and Hist. | 1909 | 3 | .... | ..... | 1,400 | ..... |
| | Henderson, James V. | B.A., Tor. | Classics | 1910 | 8 | 3 | ..... | 1,400 | ..... |
| | Wing, Henry | | | 1908 | 3 | 9 | ..... | 1,100 | ..... |
| | Page, John Percy | | Commercial (Interim) | 1908 | 3½ | .... | ..... | 1,400 | ..... |
| | McEachern, John G. (Interim) | B.A., Queen's | | 1909 | 2½ | 4½ | ..... | 1,200 | ..... |
| | White, Harry S. | | | 1910 | 3½ | 2 | ..... | 1,100 | ..... |
| | Thomas, Neil J. (Interim) | | | 1910 | 1 | 7 | ..... | 1,100 | ..... |
| Sarnia | Crassweller, Christopher L. | B.A., Tor. | Math. | 1902 | 26 | 2½ | 1,600 | ..... | ..... |
| | Grant, David M. | B.A., Tor. | Classics | 1885 | 27 | .... | ..... | 1,500 | ..... |
| | Dent, William Arthur | | Science | 1904 | 13 | 2 | ..... | 1,500 | ..... |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Sarnia.—*Con.* | Bridgman, Clara Mary | ..... | Commercial | 1902 | 12 | 3 | ..... | ..... | 1,100 |
| | Wilkie, Marion Florence | B.A., Tor. | Fr. and Ger. | 1908 | 5½ | .... | ..... | ..... | 1,100 |
| | Oakley, Muriel Gladys ...(Interim) | M.A., Tor. | Eng. and Hist. | 1910 | 1½ | .... | ..... | ..... | 1,050 |
| | Moffatt, Thomas Edward | ..... | ..... | 1908 | 3½ | 2 | ..... | 1,100 | ..... |
| | Warren, Winifred .....(Interim) | ..... | ..... | 1910 | 2 | 2½ | ..... | ..... | 800 |
| Seaforth..... | Rogers, George Franklin | B.A., Vic. | Science | 1900 | 17 | .... | 1,600 | ..... | ..... |
| | Colling, George Featherstone | B.A., Tor. | Math. | 1901 | 12 | .... | ..... | 1,250 | ..... |
| | Dafoe, Margaret Norma | M.A., Tor. | Mods. and Hist. | 1909 | 2½ | .... | ..... | ..... | 1,000 |
| | Knight, Carrie May ....(Interim) | M.A., Tor. | Classics, Eng., Hist. | 1910 | 1½ | .... | ..... | ..... | 1,050 |
| | Chidley, Agnes F. | ..... | Commercial | 1907 | 3 | 4½ | ..... | ..... | 1,000 |
| | Clark, Annie Gertrude ..(Interim) | ..... | ..... | 1910 | 1 | 4 | ..... | ..... | 650 |
| Stratford..... | Mayberry, Charles Alexander | B.A., LL.B., Tor. | Classics | 1891 | 28 | 2 | 1,900 | ..... | ..... |
| | Malcolm, George | B.A., Queen's | Eng., Hist. (Interim) | 1890 | 26 | 6 | ..... | 1,300 | ..... |
| | Sprung, Whitfield Lyman | B.A., Tor. | Math. | 1908 | 7 | 5 | ..... | 1,500 | ..... |
| | Marty, Sophie E. | M.A., Queen's | Eng., Hist., Fr., Ger. | 1900 | 18 | 3 | ..... | ..... | 1,350 |
| | Flock, Frank A. | B.A., Tor. | Science | 1910 | 3½ | 2½ | ..... | 1,350 | ..... |
| | Gilchrist, Dugald A. | B.A., B.Pæd., Tor. | Eng., Hist. | 1910 | 5½ | 7 | ..... | 1,400 | ..... |
| | Patterson, Harriet | B.A., Queen's | ..... | 1910 | 4 | .... | ..... | ..... | 1,050 |
| | Doherty, Mabel | ..... | Commercial | 1908 | 8 | 2 | ..... | ..... | 1,100 |
| | Day, John W. | ..... | ..... | 1909 | 3 | 14 | ..... | 1,250 | ..... |
| | Walkom, Daniel T. .....(Interim) | ..... | ..... | 1909 | 1½ | 3½ | ..... | 1,200 | ..... |
| | Creighton, Thomas .....(Interim) | ..... | ..... | 1910 | ..... | .... | ..... | 1,000 | ..... |
| | Adams, Wm. A. | ..... | (Manual Training Instructor) | 1901 | ..... | .... | ..... | 1,250 | ..... |
| | Pearson, Ellen | ..... | (Household Science Instr.) | 1910 | ..... | .... | ..... | ..... | 500 |
| Strathroy..... | Gundry, Arthur Presland | B.A., Tor. | Science | 1910 | 19½ | .... | 1,650 | ..... | ..... |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Upshall, Benjamin A. ....(Interim) | B.A., Tor. | Classics | 1910 | 1½ | .... | ..... | 1,250 | ..... |
| | Houston, Jessie | B.A., Tor. | Mods. and Hist. | 1909 | 6½ | .... | ..... | ..... | 1,000 |
| | Johnson, Leah B. | M.A., Tor. | Math. | 1910 | 4 | .... | ..... | ..... | 1,050 |
| | Smith, Ada ....(Interim) | M.A., Tor. | Mods. and Hist., Commercial | 1910 | ½ | .... | ..... | ..... | 1,000 |
| Toronto (Harbord St.) | Hagarty, Edward William | M.A., Tor | Classics | 1892 | 27 | .... | 3,000 | ..... | ..... |
| | Balmer, Eliza May | B.A., Tor. | Eng., Fr., Ger. | 1892 | 21½ | 1 | ..... | ..... | 2,200 |
| | Lawler, Gertrude | M.A., Tor. | Eng., Fr., Ger., Math. | 1892 | 19 | .... | ..... | ..... | 2,200 |
| | Ivey, Thomas Joyce | M.A., Tor | Science | 1904 | 14½ | .... | ..... | 1,800 | ..... |
| | Glassey, David Alex. | B.A., Tor. | Classics | 1906 | 16½ | .... | ..... | 1,900 | ..... |
| | Wightman Robert | B.A., Tor. | Math. | 1908 | 13 | .... | ..... | 1,900 | ..... |
| | Forfar, Charles | B.A., Tor. | Eng., Fr. Ger. | 1892 | 21½ | 6 | ..... | 2,000 | ..... |
| | Kennedy, Lyman Aaron | M.A., Vic. | ..... | 1892 | 30 | .... | ..... | 2,000 | ..... |
| | Clark, Luther John | B.A., Queen's | Fr., Ger. (Interim) | 1896 | 20 | 5½ | ..... | 2,000 | ..... |
| | Fletcher, William Hugh | M.A., Queen's | Science, Commercial | 1905 | 15½ | 4½ | ..... | 1,800 | ..... |
| | Tapscott, Harry Byron | M.A., McM. & Harvd. | Fr., Ger. | 1906 | 6 | 6½ | ..... | 1,800 | ..... |
| | Jermyn, Percy Thomas | M.A., Tor | Eng., Hist. | 1906 | 10½ | 2 | ..... | 1,800 | ..... |
| | Shaw, Robert | B.A., Tor. & McM. | Math. | 1907 | 9 | 3 | ..... | 1,700 | ..... |
| | Brown, Harry W. | B.A., Tor. | Eng., Hist., Fr., Ger. | 1909 | 16 | .... | ..... | 1,500 | ..... |
| | Keast, Walter | B.A., Tor. | Math. (Interim) | 1907 | 4½ | 5 | ..... | 1,700 | ..... |
| | Dunkley, Albert Wesley | M.A., Queen's | Classics | 1910 | 10½ | .... | ..... | 1,500 | ..... |
| | Fraser, Charles G. (Jr.)..(Interim) | M.A., Tor | Science | 1910 | ½ | .... | ..... | 1,300 | ..... |
| | Pearson, Harvey A. | ..... | (Physical Instructor) | | | | | | |
| Toronto (Parkdale) | Smith, Gilbert Acheson | B.A., Tor. | Science | 1889 | 29 | 4 | 3,000 | ..... | ..... |
| | Birchard, Isaac John | M.A., Tor., Ph.D. | Math. | 1893 | 30 | 11 | ..... | 2,200 | ..... |
| | Spence, Nellie | B.A., Tor. | Classics, Eng. | 1889 | 22 | 1 | ..... | ..... | 2,200 |
| | Hillock, Julia S. | B.A., Tor. | Fr., Ger. | 1900 | 17 | .... | ..... | ..... | 2,200 |
| | Cosens, Absalom | M.A., Tor | Science | 1904 | 14 | 2 | ..... | 2,000 | ..... |
| | Mills, Jno. Hudson | M.A., Queen's | Classics | 1906 | 20 | 1 | ..... | 1,900 | ..... |
| | Sinclair, John | B.A., Tor. | ..... | 1897 | 22 | 8 | ..... | 2,000 | ..... |
| | Phillips, Wm. A. | B.A., Tor. | Fr., Ger., Eng. | 1906 | 22 | 1½ | ..... | 1,800 | ..... |
| | Reid, Thos. Emerson | B.A., Tor. | ..... | 1905 | 6 | 8½ | ..... | 1,800 | ..... |
| | Smith, Arthur | B.A., Tor. | Science | 1907 | 9 | 3 | ..... | 1,700 | ..... |
| | Barnes, Chas. L. | B.A., Tor. | Classics (Interim) | 1907 | 8 | 5 | ..... | 1,700 | ..... |
| | Sealey, Ethel May | B.A., Tor. | Mods. and Hist. | 1907 | 9 | 1 | ..... | ..... | 1,700 |
| | Hutchinson, John I. ....(Interim) | M.A., Tor | Eng. and Hist. | 1909 | 2 | .... | ..... | 1,400 | ..... |
| | Darroch, William F. ....(Interim) | ..... | ..... | 1910 | 1 | 16 | ..... | 1,500 | ..... |
| Toronto (Jarvis St.) | Embree, Luther E. | M.A., Tor. | Classics, Eng., Fr., Ger. | 1906 | 38 | 5 | 3,500 | ..... | ..... |
| | Jeffries, John | B.A., Tor. | Eng., Hist., Fr., Ger. | 1907 | 23 | 1 | ..... | 1,900 | ..... |
| | Shaw, George Edmund | B.A., Tor. | Eng., Fr., Ger. | 1876 | 35 | .... | ..... | 2,200 | ..... |
| | Lougheed, Wm. James | M.A., Tor. | Math. | 1907 | 7½ | 3½ | ..... | 1,700 | ..... |
| | Munro, Peter Fraser | M.A., Qu., B.Pæd., Tor | Classics | 1907 | 10 | ½ | ..... | 1,700 | ..... |
| | Jennings, Wm. Arthur | B.A., Tor. | Science | 1907 | 4½ | .... | ..... | 1,600 | ..... |
| | Hardy, Edwin A. | B.A., Tor. | Eng., Fr., Ger. | 1910 | 20 | .... | ..... | 1,500 | ..... |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| Collegiate Institutes. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Toronto (Jarvis St.)—*Con.* | Thomas, Janie | M.A., Tor. | Eng., Hist. | 1882 | 28½ | 1 | ..... | ..... | 2,000 |
| | Keillor, James | B.A., Queen's | Eng., Hist. | 1905 | 19 | 3 | ..... | 1,800 | ..... |
| | Keith, George Walter | B.A., Tor. | Math. | 1907 | 12½ | .... | ..... | 1,700 | ..... |
| | Morrish, Celia Winifred | B.A., Tor. | Eng., Hist., Fr., Ger. | 1908 | 6 | .... | ..... | ..... | 1,500 |
| | O'Connell, Marguerite E. (Interim) | B.A., Queen's | Eng., Hist., Fr., Ger. | 1908 | 2½ | 3½ | ..... | ..... | 1,500 |
| | Halbert, Edwin H. (Interim) | B.A., Tor. | Science | 1910 | 1½ | 3 | ..... | 1,400 | ..... |
| | Graham, Louis H. | M.A., Tor. | Science | 1910 | 11 | 5 | ..... | 1,600 | ..... |
| | Murdock, William E. (Interim) | B.A., Tor. | Classics | 1910 | ½ | 16 | ..... | 1,500 | ..... |
| | Barnes, Charles H. (Interim) | ..... | ..... | 1910 | ½ | 16 | ..... | 1,500 | ..... |
| Toronto (Humberside) | Colbeck, Franklin Charles | B.A., Vic. | Classics, Eng | 1894 | 24 | 1½ | 3,000 | ..... | ..... |
| | Gourlay, Richard | B.A., Tor. | Classics, Math. | 1893 | 24 | .... | ..... | 2,200 | ..... |
| | Charles, Henrietta | B.A., Tor. | Eng., Fr., Ger. | 1901 | 24 | .... | ..... | ..... | 2,200 |
| | Johnston, Frederick James | M.A., Tor. | Science | 1904 | 13 | 3 | ..... | 2,100 | ..... |
| | Jones, George Mallory | B.A., Tor. | Eng., Hist., Fr., Ger. | 1907 | 13 | .... | ..... | 1,800 | ..... |
| | Bennett, John S. | B.A., Tor. | Classics | 1909 | 2½ | 6 | ..... | 1,500 | ..... |
| | Saunders, William R. | B.A., Queen's | ..... | 1910 | 10½ | 4½ | ..... | 1,500 | ..... |
| | Hatch, Salem B. | ..... | Art (Interim), Commercial | 1909 | 6 | 8 | ..... | 1,500 | ..... |
| | Evans, William Arthur | ..... | ..... | 1904 | 6½ | 15 | ..... | 1,800 | ..... |
| Vankleek Hill | Mitchener, James L. | B.A., McMaster | Science | 1909 | 9 | 6 | 1,500 | ..... | ..... |
| | Miller, Cora | M.A., Queen's | Math., Commercial (Interim) | 1909 | 2½ | ½ | ..... | ..... | 1,100 |
| | Dufton, Lena (Interim) | B.A., Tor. | Classics | 1909 | 2 | .... | ..... | ..... | 850 |
| | Shurtleff, Morley (Interim) | ..... | ..... | 1910 | 1½ | 8 | ..... | 1,200 | ..... |
| | Harris, Mary (Interim) | B.A., McMaster | Mods. and Hist. | 1910 | ½ | ½ | ..... | ..... | 1,000 |
| Whitby | Potter, Charles | B.A., Tor. | Math. | 1910 | 26 | 5 | 1,400 | ..... | ..... |
| | Hutchinson, Andrew H. (Interim) | B.A., McMaster | Science | 1910 | ⅓ | .... | ..... | 1,200 | ..... |
| | Pringle, E. Gertrude | B.A., Tor. | Classics | 1906 | 5½ | ½ | ..... | ..... | 1,000 |
| | White, Kate Elizabeth | ..... | Commercial (Interim) | 1908 | 5½ | 1 | ..... | ..... | 950 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Graeb, Mabel M. ....(Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1910 | 2 | 2½ | ..... | ..... | 850 |
| | Hare, James H. ..... | B.S.A. ..... | (Agriculture Instructor) ... | 1908 | 2 | .... | ..... | 1,200 | ..... |
| Windsor..... | Gavin, Frederick Pearce ..... | B.A., Queen's ..... | Science ..... | 1892 | 19 | .... | 2,000 | ..... | ..... |
| | Bell, Frederick Henry ..... | B.A., Tor. ..... | Eng., Hist., Fr., Ger. ..... | 1898 | 17½ | .... | ..... | 1,600 | ..... |
| | Reid, Robert ..... | B.A., Tor. ..... | Eng., Hist., Fr., Ger. ..... | 1909 | 17 | 4 | ..... | 1,500 | ..... |
| | Brunt, Robert Anthony ..... | B.A., Tor. ..... | Science ..... | 1905 | 8 | 1 | ..... | 1,500 | ..... |
| | Cleary, Norah ..... | B.A., Tor. ..... | ..... | 1900 | 9 | .... | ..... | ..... | 1,200 |
| | Eagle, David Melville ..... | ..... | ..... | 1907 | 4 | 9 | ..... | 1,500 | ..... |
| | Hamilton, William Brown ..... | B.A., Tor. ..... | Math. ..... | 1908 | 3½ | 3 | ..... | 1,500 | ..... |
| | Lowe, William Duff .....(Interim) | M.A., Queen's ..... | Classics, Eng., Hist. ..... | 1908 | 2½ | .... | ..... | 1,500 | ..... |
| | Cunningham, Evangeline ..... | B.A., Tor. ..... | ..... | 1909 | 6 | .... | ..... | ..... | 1,050 |
| | Ramsay, James Alexander ..... | ..... | Commercial (Interim)..... | 1910 | 8½ | 6 | ..... | 1,500 | ..... |
| Woodstock..... | Levan, Isaac Master ..... | B.A., Tor. ..... | Classics, Eng., Mods. ..... | 1898 | 29½ | .... | 1,750 | ..... | ..... |
| | Salter, Wesley John ..... | B.A., Tor. ..... | Classics ..... | 1907 | 3½ | .... | ..... | 1,300 | ..... |
| | Cameron, Aldis W. ..... | B.A., Tor. ..... | Eng. and Hist. ..... | 1909 | 17½ | .... | ..... | 1,400 | ..... |
| | Brown, Clarence L. .....(Interim) | M.A., McMaster .... | Math. ..... | 1909 | 1 | 4 | ..... | 1,400 | ..... |
| | Staples, Louis E. ..... | M.A., Queen's ..... | Science ..... | 1910 | 8½ | 15 | ..... | 1,350 | ..... |
| | Mercer, John S. ..... | ..... | (Manual Training Instructor) | 1905 | 6 | 6½ | ..... | 1,350 | ..... |
| | Stone, Alice B. ..... | ..... | Commercial ..... | 1907 | 8½ | 8 | ..... | ..... | 1,100 |
| | Wilson, Ethel Mae ..... | ..... | ..... | 1908 | 6½ | 3 | ..... | ..... | 900 |
| | Alexander, Nessie .....(Interim) | ..... | ..... | 1909 | 2¼ | 4 | ..... | ..... | 800 |
| | Lee, Anna A. .....(Interim) | ..... | ..... | 1910 | 1 | 4 | ..... | ..... | 800 |
| | Robinson, M. Alberta ...(Interim) | ..... | ..... | 1910 | ¼ | 10 | ..... | ..... | 750 |
| | Mackay, Emma L. .....(Interim) | ..... | ..... | 1910 | ¼ | 3½ | ..... | ..... | 650 |
| | McKee, Mildred R. ..... | ..... | (Household Science Instr.) . | 1910 | ½ | .... | ..... | ..... | 550 |
| *High Schools:* | | | | | | | | | |
| Alexandria... | MacKay, Donald ..... | M.A., Tor. ..... | Classics ..... | 1895 | 21 | 2½ | 1,600 | ..... | ..... |
| | Goulding, Hanna Mitchell ..... | ..... | ..... | 1909 | 7½ | 2½ | ..... | ..... | 1,000 |
| | Ostrom, Ethel Luella..... | B.A., Queen's ..... | ..... | 1908 | 2 | ½ | ..... | ..... | 800 |
| | Sweeney, Agnes Calvary ..... | ..... | ..... | 1909 | 5 | 3½ | ..... | ..... | 700 |
| Almonte..... | Thompson, Margaret Jane ..... | B.A., Queen's ..... | Fr., Ger., Eng., Hist. ..... | 1895 | 15½ | 6 | 1,200 | ..... | ..... |
| | O'Donnell, Thomas J. ..... | ..... | ..... | 1908 | 3½ | 3 | ..... | 950 | ..... |
| | Matthews, Jessie Edith ..... | M.A., Tor., B.A., Qn's. | ..... | 1908 | 2½ | 3 | ..... | ..... | 800 |
| | Whitney, Laura A. ..... | ..... | ..... | 1910 | 2½ | ½ | ..... | ..... | 950 |
| Arnprior..... | Rand, Wilfred Erle ..... | B.A., Tor. ..... | ..... | 1910 | 18 | 1 | 1,500 | ..... | ..... |
| | Trench, W. Wycliffe A. ..... | B.A., Tor. ..... | Classics ..... | 1910 | 6 | 5 | ..... | 1,300 | ..... |
| | Ellis, Mina Alexandra ..... | B.A., Queen's ..... | ..... | 1909 | 3 | 10 | ..... | ..... | 1,250 |
| | Weese, Willametta ..... | B.A., Queen's ..... | ..... | 1910 | 4½ | 3½ | ..... | ..... | 1,000 |
| | McLeod, Lola ..... | B.A., Queen's ..... | ..... | 1911 | 3 | .... | ..... | ..... | 900 |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Arthur | Langford, Thomas E. | M.A., Queen's | Science (Interim) | 1910 | 3½ | 13 | 1,400 | ..... | ..... |
| | McKeracher, Donalda | B.A., Queen's | ..... | 1910 | 3½ | 1½ | ..... | ..... | 900 |
| | Buchanan, Winnie (Interim) | ..... | ..... | 1910 | 1½ | 2½ | ..... | ..... | 650 |
| Athens | Sexton, James Henry | M.A., Queen's | Science | 1909 | 14 | 9 | 1,500 | ..... | ..... |
| | White, Robert Oliver | ..... | Math. | 1909 | 2½ | 8 | ..... | 1,200 | ..... |
| | Barlow, Fred. H. (Interim) | M.A., Tor. | ..... | 1910 | ½ | ..... | ..... | 1,000 | ..... |
| | Chandler, E. Pearl (Interim) | B.A., Queen's | ..... | 1909 | 2 | ½ | ..... | ..... | 800 |
| Aurora | Ferguson, John | B.A., Queen's | ..... | 1909 | 5 | 8 | 1,400 | ..... | ..... |
| | Van Duzer, L. Mabel (Interim) | B.A., Tor. | ..... | 1909 | 1½ | ..... | ..... | ..... | 700 |
| | Ferguson, Elma S. | ..... | ..... | 1909 | 5 | ..... | ..... | ..... | 700 |
| | Rogers, William Cruess (Interim) | M.A., Queen's | ..... | 1910 | 1½ | 2 | ..... | 1,000 | ..... |
| Aylmer | Rutherford, Walter W. | B.A., Tor. | Math. | 1883 | 36 | 1 | 1,600 | ..... | ..... |
| | Story, Selina Gladys | M.A., Queen's | Mods. and Hist. | 1904 | 8 | ..... | ..... | ..... | 1,200 |
| | Messmore, Joseph Frank | B.A., Tor. | Classics | 1909 | 19 | ..... | ..... | 1,200 | ..... |
| | Hall, Wilbert (Interim) | B.A., Tor. | ..... | 1910 | 2 | 2 | ..... | 1,300 | ..... |
| | Summers, Lena (Interim) | ..... | ..... | 1910 | 1½ | 3 | ..... | ..... | 700 |
| Beamsville | Hamilton, James A. | M.A., Tor. | ..... | 1909 | 3 | ..... | 1,200 | ..... | ..... |
| | Cline, Miriam (Interim) | ..... | ..... | 1910 | ..... | 3 | ..... | ..... | 600 |
| Belleville | Colling, James | B.A., Tor. | Classics | 1908 | 19 | 3 | 1,680 | ..... | ..... |
| | Knight, William W. | B.A., Queen's | Math. | 1892 | 22 | 5 | ..... | 1,400 | ..... |
| | MacLaurin, Peter Crawford | B.A., McMaster | Science | 1909 | 6 | ..... | ..... | 1,500 | ..... |
| | Libby, Minnie F. | B.A., Vic. | Eng., Hist., Fr., Ger. | 1910 | 15 | 4 | ..... | ..... | 1,250 |
| | Guest, Emily J. | M.A., Tor. | Eng., Hist. | 1910 | 9 | ..... | ..... | ..... | 1,200 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Milburn, Edward Fairfax | M.A., Trin. | | 1870 | 40 | .... | ..... | 1,000 | ..... |
| | Bruce, Jessie | | | 1910 | ..... | 12 | ..... | ..... | 600 |
| Bowmanville | Elliott, John | B.A., Queen's | Math., Eng. | 1906 | 27 | 5 | 1,400 | ..... | ..... |
| | Dandeno, James B. (Interim) | M.A., Qn's, Ph.D., Hvd | Science | 1910 | 10 | 3½ | ..... | 1,400 | ..... |
| | Nichol, Miss Sidney W. (Interim) | M.A., Tor. | Mods. and Hist. | 1910 | ½ | .... | ..... | ..... | 900 |
| | Stevens, Myrtle H. (Interim) | B.A., Tor. | | 1910 | ½ | .... | ..... | ..... | 900 |
| Bradford | Carefoot, George Andrew | B.A., Pæd., Queen's | Science | 1905 | 14 | 6 | 1,150 | ..... | ..... |
| | Hall, Margaret M. S. (Interim) | B.A., Queen's | | 1910 | ½ | 5 | ..... | ..... | 850 |
| | Conway, Irene Evelyn | | | 1908 | 2 | 3 | ..... | ..... | 650 |
| Brampton | Fenton, William J. | B.A., Tor. | Classics | 1894 | 20 | 1½ | 1,800 | ..... | ..... |
| | Halnan, Lemen R. | M.A., Trin. | Math. | 1905 | 7 | 3 | ..... | 1,500 | ..... |
| | Hutchinson, May R. | | | 1910 | 7 | 6 | ..... | ..... | 1,200 |
| | Jackson, Vincent W., (Interim) | B.A., Queen's | | 1910 | 2 | 6 | ..... | 1,300 | ..... |
| | Ball, Emerson Ewart | B.A., Tor. | Mods. and Hist. | 1911 | 3½ | .... | ..... | 1,100 | ..... |
| *Brighton | Owen, Thomas A. | B.A., Cambridge | | 1910 | 16 | 1 | 1,200 | ..... | ..... |
| Caledonia | Donaldson, William | B.A., Tor. | Science | 1910 | 10 | 5½ | 1,500 | ..... | ..... |
| | Cantelon, John Wilfrid | M.A., Tor. | Math. | 1910 | 4 | 4 | ..... | 1,200 | ..... |
| | Allen, Mabel E. | B.A., Tor. | Mods. and Hist. | 1909 | 5 | .... | ..... | ..... | 900 |
| | Campbell, Stella | | | 1910 | 3½ | 2½ | ..... | ..... | 700 |
| Campbellford | Smith, Thomas Corlett | B.A., Queen's | Science | 1909 | 11 | 14 | 1,500 | ..... | ..... |
| | Hodgson, John Eastwood | M.A., Tor. | Eng., Classics | 1906 | 31 | .... | ..... | 1,100 | ..... |
| | Bannister, John Arthur (Interim) | B.A., Queen's | Classics | 1910 | 1 | 13 | ..... | 1,100 | ..... |
| | MacKinnon, Florence (Interim) | M.A., Tor. | Mods. and Hist. | 1909 | 1½ | .... | ..... | ..... | 900 |
| Carleton Place | Wethey, Edmund James | M.A., Tor., B.A., Tri | Math. | 1910 | 5½ | 5½ | 1,400 | ..... | ..... |
| | McDonald, Neil | | | 1891 | 20 | 6½ | ..... | 1,000 | ..... |
| | Ewing, Florence M. | B.A., Queen's | | 1910 | 6½ | 2½ | ..... | ..... | 900 |
| | Cowan, Euphemia Johnston (Int'm) | B.A., Tor. | | 1910 | ½ | .... | ..... | ..... | 900 |
| Cayuga | Skeele, James Eton | B.A., Tor. | | 1897 | 18 | .... | 1,250 | ..... | ..... |
| | Harvey, Martha Anne (Interim) | B.A., Tor. | Math. | 1907 | 5 | .... | ..... | ..... | 1,000 |
| | Meadows, Persie Cecilia (Interim) | | | 1909 | 1½ | 4 | ..... | ..... | 600 |
| Chesley | Campbell, John Duncan | B.A., Tor. | Math. | 1908 | 6½ | 4½ | 1,400 | ..... | ..... |
| | Dugit, Rosalie A. | M.A., Tor. | Classics (Interim) | 1909 | 2½ | .... | ..... | ..... | 1,100 |
| | Hildred, Edna L. (Interim) | M.A., Tor. | Mods. and Hist. | 1910 | 1½ | .... | ..... | ..... | 900 |
| | Halliday, Florence F. (Interim) | | | 1910 | 1 | 1½ | ..... | ..... | 750 |

*Assistant to be appointed.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1911.— *Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. Principal. | Male Assistants. | Female Assistants. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | $ | $ | $ |
| Colborne..... | Bellamy, Wesley ..... | B.A., Vic. ..... | ..... | 1892 | 21 | 5 | 1,300 | ..... | ..... |
| | Hinds, Margaret J. .....(Interim) | ..... | ..... | 1910 | ⅔ | 3½ | ..... | ..... | 750 |
| Cornwall..... | Fetterly, Hiram B. ..... | M.A., Queen's ..... | Science ..... | 1904 | 6½ | 10 | 1,500 | ..... | ..... |
| | Nugent, James ..... | ..... | ..... | 1884 | 29½ | 6½ | ..... | 1,250 | ..... |
| | Birchard, Alexander Fraser..... | ..... | Commercial ..... | 1898 | 16 | 12 | ..... | 1,150 | ..... |
| | Norris, Arthur David ..... | B.A., Tor. ..... | ..... | 1907 | 4 | 7 | ..... | 1,050 | ..... |
| | Healey, Rose Etta ..... | B.A., McGill ..... | ..... | 1906 | 4 | .... | ..... | ..... | 1,025 |
| | Morden, Frances Dagmar..... | B.A., Tor. ..... | ..... | 1910 | 4 | 2 | ..... | ..... | 1,000 |
| | Connolly, John ..... | ..... | Eng. ..... | 1911 | 8 | 24 | ..... | 1,200 | ..... |
| | McKeracher, Florence J..(Interim) | B.A., Queen's ..... | ..... | 1911 | 1 | 3 | ..... | ..... | 900 |
| Deseronto..... | Elliott, Henry Edward..... | B.A., Queen's ..... | ..... | 1910 | 2½ | 3 | 1,300 | ..... | ..... |
| | Hally, Isobel Orr ..... | B.A., Tor. ..... | ..... | 1909 | 2½ | .... | ..... | ..... | 800 |
| | Kirkpatrick, Effie Charlotte..(Int.) | ..... | ..... | 1910 | 3 | ½ | ..... | ..... | 800 |
| Dundas..... | Pearson, Alexander..... | B.A., Tor. ..... | Science ..... | 1910 | 17½ | .... | 1,500 | ..... | ..... |
| | Haynes, Andrew .....(Interim) | B.A., Tor. ..... | ..... | 1910 | ⅓ | 3 | ..... | 1,000 | ..... |
| | Foster, Jessie ..... | B.A., Queen's ..... | Fr., Ger. ..... | 1910 | 9 | .... | ..... | ..... | 900 |
| | Watson, Annie ..... | ..... | ..... | 1907 | 3½ | 9 | ..... | ..... | 800 |
| Dunnville..... | Cowles, John P. ..... | B.A., Queen's ..... | ..... | 1908 | 3½ | 5½ | 1,450 | ..... | ..... |
| | Lane, James Stanley..... | B.A., Tor. ..... | Fr., Ger. ..... | 1910 | 14 | .... | ..... | 1,200 | ..... |
| | Anderson, Lillie C. ..... | ..... | Commercial (Interim)..... | 1909 | 7 | 3½ | ..... | ..... | 1,100 |
| | Challon, Newton E. .....(Interim) | B.A., McMaster ..... | Math. ..... | 1910 | ½ | 3 | ..... | 1,200 | ..... |
| Dutton ..... | Elliott, Thomas W..... | B.A., Tor. ..... | Science ..... | 1909 | 4½ | 11 | 1,400 | ..... | ..... |
| | Cole, Addison ..... | B.A., Tor. ..... | ..... | 1908 | 9½ | .... | ..... | 800 | ..... |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | McCutcheon, Elsie Leona F. | B.A., Tor., M.A., Wisc. | Classics | 1908 | 2¾ | .... | ..... | ..... | 800 |
| | McCutcheon, Helena F. ..(Interim) | M.A., Tor. | Eng. Hist. | 1909 | 1½ | .... | ..... | ..... | 750 |
| Elora | Stoddart, Robert | B.A., Tor. | Classics | 1910 | 15 | ½ | 1,400 | ..... | ..... |
| | Lemon, Mary ..(Interim) | B.A., Tor. | Math. | 1909 | 2½ | .... | ..... | ..... | 800 |
| | Snider, Lily Huldah..(Interim) | | | 1909 | 1 | 1¾ | ..... | ..... | 600 |
| Essex | Massey, Arthur Wallace | B.A., Vic. | Math., Eng. | 1909 | 19 | 1 | 1,400 | ..... | ..... |
| | Hamilton, John Rennie..(Interim) | B.A., Queen's | | 1909 | 1½ | .... | ..... | 1,100 | ..... |
| | Hicks, Retta May | | | 1908 | 3½ | 2 | ..... | ..... | 750 |
| | Cranston, Elizabeth May.(Interim) | | | 1910 | ½ | 4 | ..... | ..... | 800 |
| | McKenny, Angus | B.S.A., Tor. | (Agriculture Instructor) | 1907 | 3½ | .... | ..... | 1,200 | ..... |
| | Edwards, Wm. Edward Judson | B.S.A., Tor. | (Agriculture Instructor) | 1910 | ½ | .... | ..... | 900 | ..... |
| Fergus | Perry, Peter | M.A., Tor. | Classics | 1908 | 33 | .... | 1,400 | ..... | ..... |
| | Smith, Gladys Hubner | | | 1908 | 4½ | ½ | ..... | ..... | 800 |
| | Smith, Louisa..(Interim) | | | 1908 | 3 | 3 | ..... | ..... | 900 |
| | Austin, Grace C..(Interim) | | | 1910 | 1 | .... | ..... | ..... | 800 |
| Forest | Wright, William Jonathan | M.A., Tor. | Classics | 1909 | 9½ | 3½ | 1,400 | ..... | ..... |
| | Williams, Albert | | | 1906 | 6 | 5 | ..... | 1,200 | ..... |
| | DeCou, Nellie | B.A., Tor. | Fr., Ger. | 1910 | 7½ | 2½ | ..... | ..... | 800 |
| Gananoque | Graham, Robert George | B.A., Vic. | Math. | 1894 | 19½ | .... | 1,500 | ..... | ..... |
| | Edwards, Rebecca S..(Interim) | | | 1908 | 1½ | 9 | ..... | ..... | 900 |
| | Howson, Alexandra ..(Interim) | B.A., Queen's | Fr., Ger. | 1910 | 1 | 2 | ..... | ..... | 850 |
| | Hind, Edith J. | | | 1911 | 2½ | 3½ | ..... | ..... | 800 |
| Georgetown | Coutts, Richard David | B.A., Tor. | Classics | 1897 | 13½ | 3 | 1,400 | ..... | ..... |
| | Van Alstyne, Susan Amelia | B.A., Tor. | Math. | 1910 | 3 | 3 | ..... | ..... | 1,000 |
| | Laird, Marie Ettie | | | 1910 | 3 | 3 | ..... | ..... | 1,000 |
| | Hudson, Annie Leila..(Interim) | | | 1910 | ½ | 12 | ..... | ..... | 600 |
| Glencoe | Foucar, Walter K. | M.A., Tor. | Eng., Hist., Fr., Ger. | 1905 | 15½ | .... | 1,275 | ..... | ..... |
| | McEachran, Mary | B.A., Queen's | | 1910 | 4½ | 7 | ..... | ..... | 1,000 |
| | Halliday, J. Maude..(Interim) | | | 1910 | 1½ | 3 | ..... | ..... | 550 |
| Gravenhurst | Hobbs, Thomas | B.A., Tor. | Math. | 1909 | 8½ | 5½ | 1,300 | ..... | ..... |
| | Ward, Ada Louise | M.A., Tor. | Mods. and Hist. | 1909 | 2½ | 3 | ..... | ..... | 900 |
| | Broughton, Clara Elizabeth | | | 1906 | 5½ | .... | ..... | ..... | 650 |
| Grimsby | Maclean, Godwin V. | M.A., Tor. | Math. | 1910 | 18 | 1½ | 1,400 | ..... | ..... |
| | Strang, Rose Innes | | | 1901 | 13 | .... | ..... | ..... | 900 |
| | De La Mater, Magdaleine, | | | 1908 | 3 | 1½ | ..... | ..... | 700 |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Hagersville .. | Wright, Robert | B.A., Queen's | Math. (Interim) | 1910 | 14 | 4 | 1,200 | ..... | ..... |
| | McCallum, Kathleen | B.A., Tor. | ..... | 1910 | 4 | 3 | ..... | ..... | 800 |
| | Young, Ralph H. (Interim) | ..... | ..... | 1910 | ..... | 4 | ..... | 750 | ..... |
| Haileybury .. | Wilson, W. Asbury | B.A., Queen's | ..... | 1910 | 11½ | .... | 1,800 | ..... | ..... |
| | MacGregor, Annie K. | B.A., Queen's | ..... | 1910 | 4½ | .... | ..... | ..... | 1,100 |
| | Arthur, Nellie (Interim) | B.A., Queen's | Mods. and Hist. | 1910 | 1½ | 2½ | ..... | ..... | 1,000 |
| Harriston ... | Breuls, Ira Delos | B.A., Queen's | Science | 1909 | 23 | 5 | 1,500 | ..... | ..... |
| | Jackson, Katharine M. (Interim) | B.A., Tor. | ..... | 1911 | 1 | 2 | ..... | ..... | 800 |
| | McCollum, Laura | ..... | ..... | 1910 | 3½ | 1½ | ..... | ..... | 800 |
| Hawkesbury .. | Asselstine, Robert Whiting | B.A., Queen's | ..... | 1907 | 9 | 3 | 1,400 | ..... | ..... |
| | Higginson, Maria Adelaide | ..... | ..... | 1897 | 13 | 2½ | ..... | ..... | 900 |
| | Campbell, Charlotte Elizabeth | ..... | ..... | 1908 | 3 | .... | ..... | ..... | 700 |
| *Iroquois .... | Truscott, Samuel Alfred | M.A., Queen's | Math. | 1908 | 5½ | 7 | 1,400 | ..... | ..... |
| | Mulloy, Lulu E. | ..... | ..... | 1911 | 2 | 5 | ..... | ..... | 1,125 |
| | Bigelow, Sadie S. (Interim) | ..... | ..... | 1910 | ½ | 5 | ..... | ..... | 700 |
| Kemptville ... | Nelson, John | B.A., Queen's | Math. | 1907 | 18 | 4 | 1,300 | ..... | ..... |
| | Burchell, James E. | ..... | ..... | 1911 | 2½ | 12 | ..... | 1,100 | ..... |
| | Fletcher, Beatrice L. | B.A., Tor. | ..... | 1910 | 3½ | 2 | ..... | ..... | 950 |
| | MacKay, Minnie B. (Interim) | B.A., Queen's | ..... | 1909 | 2 | .... | ..... | ..... | 725 |
| | Berney, Laura J. | B.A., Queen's | | 1910 | 3 | .... | ..... | ..... | 875 |
| Kenora ..... | Elliott, Thomas E. | B.A., Tor. | Eng., Fr., Ger. | 1910 | 22 | .... | 1,800 | ..... | ..... |
| | Smith, K. Edith | B.A., Tor. | ..... | 1910 | 2½ | .... | ..... | ..... | 1,000 |
| | McConkey, M. R. Catharine (Inter.) | B.A., Queen's | Fr., Ger. | 1910 | 5 | .... | ..... | ..... | 1,000 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Kincardine .... | McKinnon, Charles | B.A., Tor. | Classics | 1909 | 9½ | 3½ | 1,400 | ..... | ..... |
| | Steer, Albert B. | B.A., Tor. | ..... | 1910 | 6 | .... | ..... | 1,200 | ..... |
| | MacKay, John Malcolm | B.A., Queen's | ..... | 1909 | 4½ | 7 | ..... | 1,200 | ..... |
| | Bristol, Sadie Ketcheson..(Interim) | B.A., Tor. | Mods. and Hist. | 1910 | 1½ | .... | ..... | ..... | 900 |
| | Bartlett, Cora .....(Interim) | ..... | ..... | 1910 | 1 | 6 | ..... | ..... | 700 |
| Leamington .. | Brown, George Allen | B.A., Tor. | Math. | 1908 | 4 | 2 | 1,500 | ..... | ..... |
| | Stewart, Etta Murray | B.A., Tor. | Eng., Fr., Ger. | 1907 | 13 | .... | ..... | ..... | 1,000 |
| | Lloyd, Lillie E. V.....(Interim) | M.A., Tor. | Classics | 1909 | 2½ | .... | ..... | ..... | 1,050 |
| | Campbell, George Alex. | ..... | ..... | 1908 | 2½ | 12 | ..... | 1,250 | ..... |
| | Stockdale, Thomas N. ...(Interim) | ..... | ..... | 1909 | 2 | 4 | ..... | 1,250 | ..... |
| Listowel ..... | Bell, John J. | B.A., Tor. | ..... | 1910 | 25 | 1 | 1,400 | ..... | ..... |
| | Feasby, William James | B.A., Queen's | Mods. & Hist. (Interim), Fr. Ger. | 1908 | 2⅓ | 5 | ..... | 1,100 | ..... |
| | MacDonell, Alexander Duncan (In) | M.A., Queen's | Math. | 1909 | 1½ | .... | ..... | 1,050 | ..... |
| | McMillan, William James (Interim) | B.A., Tor. | Science | 1909 | 1½ | 5 | ..... | 1,050 | ..... |
| | Poldon, George Harold ..(Interim) | ..... | ..... | 1909 | 1½ | 1½ | ..... | 800 | ..... |
| Lucan ..... | Hofferd, George Wm. | B.A., Queen's | ..... | 1910 | 2½ | 5 | 1,500 | ..... | ..... |
| | Geddes, William Sloane..(Interim) | ..... | ..... | 1910 | 1⅔ | 1 | ..... | 850 | ..... |
| | Pierce, Edna Helena.....(Interim) | B.A., Queen's | Fr., Ger. | 1909 | 1½ | .... | ..... | ..... | 850 |
| | Ross, Jean Mackenzie ...(Interim) | ..... | ..... | 1910 | ½ | .... | ..... | ..... | 550 |
| Madoc ..... | Watson, Alexander H. | B.A., Tor. | ..... | 1889 | 28 | 3 | 1,300 | ..... | ..... |
| | Stewart, George B.....(Interim) | B.A., Queen's | Math. | 1909 | 1⅓ | 2 | ..... | 1,100 | ..... |
| | Cook, Donna J.....(Interim) | B.A., Tor. | ..... | 1910 | 1 | 2 | ..... | ..... | 700 |
| †Markham.... | Brethour, John H. | B.A., Vic. | Classics | 1910 | 30 | 5 | 1,400 | ..... | ..... |
| | Sheppard, Alton M. .....(Interim) | B.A., Tor. | Math. | 1909 | 2 | 2 | ..... | 1,200 | ..... |
| | Russell, F. Josephine | ..... | ..... | 1910 | 4½ | 4 | ..... | ..... | 800 |
| | Bartlett, Lena .....(Interim) | B.A., Mt. Allison | ..... | 1910 | ½ | 1½ | ..... | ..... | 800 |
| Meaford ..... | Dundas, Arthur A. | B.A., Tor. | ..... | 1897 | 14 | 2 | 1,500 | ..... | ..... |
| | Johnson, George Stephen..... | B.A., McMaster | Science | 1907 | 3½ | .... | ..... | 1,300 | ..... |
| | Stewart, Kate L..... | B.A., Tor. | Eng. and Hist. | 1907 | 3 | .... | ..... | ..... | 1,100 |
| | Hammond, John Edgar..... | ..... | Commercial | 1906 | 4½ | 3 | ..... | 1,000 | ..... |
| | Hackett, Edward .....(Interim) | B.A., Dublin | ..... | 1909 | 1½ | .... | ..... | 1,250 | ..... |
| Midland ..... | Glass, William Arthur..... | B.A., Tor. | ..... | 1904 | 7½ | 1½ | 1,500 | ..... | ..... |
| | Ryerson, Catherine.....(Interim) | M.A., Tor. | Science | 1910 | 1½ | .... | ..... | ..... | 1,200 |
| | Wallace, Frank D.....(Interim) | M.A., Queen's | ..... | 1910 | ½ | .... | ..... | 1,000 | ..... |
| | McBride, Sara M..... | ..... | ..... | 1910 | 9 | .... | ..... | ..... | 800 |
| Mitchell ..... | Morrow, John Duncanson..... | B.A., Tor. | Classics | 1905 | 14½ | .... | 1,400 | ..... | ..... |

*Classical teacher to be appointed. †Another teacher to be appointed.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. Principal. | Male Assistants. | Female Assistants. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | $ | $ | $ |
| Mitchell.—*Con.* | Clifford, Margaret | M.A., B.Pæd., Queen's | Mods., Hist., (Int.) Eng. Hist. | 1907 | 3½ | 5 | ..... | ..... | 800 |
| | Campbell, Mae A. | ..... | ..... | 1910 | 3½ | 1½ | ..... | ..... | 1,000 |
| | Adams, John M. ..... (Interim) | ..... | ..... | 1910 | ..... | 7 | ..... | 750 | ..... |
| Mount Forest | Speirs, Thomas E. | B.A., Tor. | Math. and Physics. | 1907 | 4½ | 2 | 1,200 | ..... | ..... |
| | Corkill, Edward J. | B.A., Queen's | Science | 1910 | 22 | 3 | ..... | 1,100 | ..... |
| | Gilray, Roberta Gibson.. (Interim) | B.A., Tor. | ..... | 1908 | 2½ | .... | ..... | ..... | 800 |
| | McKinley, Clara B. ..... (Interim) | B.A., Tor. | Classics | 1910 | 1 | .... | ..... | ..... | 800 |
| Newburgh .... | Andrews, Robert T. | B.A., Tor. | Classics | 1910 | 6 | 14 | 1,200 | ..... | ..... |
| | Grose, Annie R. | ..... | ..... | 1908 | 5½ | 6½ | ..... | ..... | 800 |
| | Forbes, William B. | ..... | Science | 1910 | 15 | 1 | ..... | 1,100 | ..... |
| Newcastle .... | Jardine, William Wilson | B.A., Tor. | ..... | 1910 | 30 | 9½ | 1,200 | ..... | ..... |
| | Corry, Ray Laura ..... (Interim) | B.A., Trin. | Mods. and Hist. | 1908 | 4 | .... | ..... | ..... | 700 |
| Newmarket .. | Minns, James Edward | B.A., Vic. | Math., Science | 1910 | 19 | 3 | 1,500 | ..... | ..... |
| | Hollingshead, John Edwin | ..... | ..... | 1884 | 26 | 2½ | ..... | 950 | ..... |
| | Kidd, William Levingston | ..... | ..... | 1910 | 6 | 10 | ..... | 1,050 | ..... |
| | Wickett, Laura E. ..... (Interim) | ..... | Commercial | 1909 | 1½ | 1½ | ..... | ..... | 800 |
| | Smith, Isabella K. | B.A., Tor. | ..... | 1910 | 3 | .... | ..... | ..... | 700 |
| Niagara ..... | Clark, Joseph Campbell | B.A. Tor. | Classics | 1910 | 15 | 2½ | 1,000 | ..... | ..... |
| | Coulson, Elizabeth ..... (Interim) | ..... | ..... | 1910 | ½ | 4 | ..... | ..... | 650 |
| Niagara Falls South | Myer, Albert N. | M.A., Trin. | Math. | 1908 | 16½ | .... | 1,600 | ..... | ..... |
| | Dawson, Margaret M. | ..... | ..... | 1907 | 3 | 2 | ..... | ..... | 700 |
| | Burns, Edna Muriel | ..... | Domestic Science | 1909 | 5½ | ½ | ..... | ..... | 900 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| North Bay.... | Girdwood, Arthur Reginald..... | B.A., McMaster ..... | ..... | 1904 | 7 | .... | 1,700 | ..... | ..... |
| | Barr, Janet ..... | B.A., Queen's ..... | ..... | 1902 | 16 | 1 | ..... | ..... | 1,200 |
| | Innes, Alexander R. ..... | ..... | ..... | 1909 | 23 | 6 | ..... | 1,500 | ..... |
| | Stothers, Minerva Evelyn..... | B.A., Queen's ..... | ..... | 1909 | 3 | .... | ..... | ..... | 1,000 |
| Norwood ..... | Lawlor, Richard G. ..... | B.A., Queen's ..... | ..... | 1909 | 6½ | 8 | 1,400 | ..... | ..... |
| | Scott, Bella L. .....(Interim) | B.A., Vic. ..... | ..... | 1910 | 2½ | .... | ..... | ..... | 700 |
| | Macfarlane, Harold G....(Interim) | ..... | ..... | 1909 | 1½ | .... | ..... | 900 | ..... |
| | Duff, Hugh C..... | B.S.A., Tor. ..... | (Agriculture Instructor).... | 1910 | ..... | .... | ..... | 1,200 | ..... |
| Oakville ..... | Denyes, James Malcolm..... | B.A., Queen's ..... | Fr., Ger. ..... | 1910 | 12½ | 3 | 1,400 | ..... | ..... |
| | Ireland, Franklin N. ..... | B.A., Manitoba ..... | ..... | 1910 | 5½ | 5 | ..... | 1,200 | ..... |
| | Dengate, Esther Winnifred. (Inter.) | B.A., McMaster ..... | ..... | 1910 | 1½ | ½ | ..... | ..... | 900 |
| Omemee ..... | Barron, Robert Armour ..... | B.A., Tor. ..... | Classics, Eng., Fr., Ger..... | 1910 | 28½ | 5 | 1,200 | ..... | ..... |
| | Bartley, Hattie Marie...(Interim) | ..... | ..... | 1910 | 2½ | 7 | ..... | ..... | 800 |
| Orangeville ... | Steele, Alexander ..... | B.A., Tor. ..... | Eng., Math., Hist. ..... | 1879 | 34 | .... | 1,600 | ..... | ..... |
| | Strang, Grace Masson ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1907 | 4½ | .... | ..... | ..... | 1,000 |
| | Adams, John Hamilton..... | B.A., Tor. ..... | ..... | 1909 | 2½ | .... | ..... | 1,050 | ..... |
| | Freeze, Helen ..... | B.A., McGill ..... | ..... | 1909 | 3 | .... | ..... | ..... | 1,100 |
| | Hulse, Clara .....(Interim) | ..... | ..... | 1910 | 1½ | 3 | ..... | ..... | 700 |
| Oshawa ..... | Smith, Lyman C. ..... | B.A., Vic. ..... | Classics, Eng., Hist..... | 1882 | 33⅓ | 2 | 1,400 | ..... | ..... |
| | Stevenson, Louis ..... | B.A., B.Sc., Vic. .... | Math. Science..... | 1902 | 18 | 3 | ..... | 1,300 | ..... |
| | Courtice, Samuel J..... | B.A., Tor. ..... | Math. ..... | 1908 | 10 | 6 | ..... | 1,200 | ..... |
| | Faint, Pearl B. .....(Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1910 | 2½ | .... | ..... | ..... | 1,000 |
| | Cruikshank, Libbie ..... | ..... | ..... | 1908 | 5½ | 5 | ..... | ..... | 1,000 |
| | Armstrong, Florence J..... | ..... | ..... | 1910 | ½ | 5 | ..... | ..... | 550 |
| Paris ..... | Bell, Walter N. ..... | B.A., Tor. ..... | Classics ..... | 1898 | 20 | .... | 1,500 | ..... | ..... |
| | Williams, Edna Jane ..... | B.A., Tor. ..... | ..... | 1907 | 3 | .... | ..... | ..... | 1,200 |
| | Keegan, Joseph D..... | ..... | ..... | 1910 | 5½ | 13 | ..... | 1,100 | ..... |
| | Mathieson, Elsie.....(Interim) | B.A., Tor ..... | Eng. and Hist. ..... | 1910 | ..... | 6 | ..... | ..... | 800 |
| Parkhill ..... | Fairchild, Austin H. ..... | B.A., McMaster ..... | Math. ..... | 1908 | 6½ | 5 | 1,500 | ..... | ..... |
| | Zurbrigg, Jacob Mahlon...(Inter.) | B.A., Tor ..... | ..... | 1910 | 1½ | .... | ..... | 1,000 | ..... |
| | Henry, Lizzie C. ..... | B.A., Queen's ..... | Fr., Ger. (Interim) ..... | 1910 | 1½ | 13 | ..... | ..... | 800 |
| | Burk, Charlotte A.....(Interim) | B.A., McMaster ..... | ..... | 1909 | 2 | 1 | ..... | ..... | 650 |
| Pembroke .... | Ross, Ralph ..... | B.A., B.Pæd., Tor.... | Classics ..... | 1895 | 23 | .... | 1,500 | ..... | ..... |
| | Dickson, Jean Gibson ..... | B.A., Tor. ..... | Eng. & Hist., (Int.) Fr., Ger. | 1908 | 4½ | .... | ..... | ..... | 950 |
| | Iler, Helen Augusta.....(Interim) | B.A., McMaster ..... | Math. ..... | 1910 | 3 | 1½ | ..... | ..... | 1,150 |
| | Welsh, David Alexander. (Interim) | B.A., Tor. ..... | ..... | 1910 | ½ | 2½ | ..... | 1,200 | ..... |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Penetanguishene ... | Keefe, Reuben Daniel | B.A., Tor. | | 1907 | 8½ | .... | 1,300 | ..... | ..... |
| | Garvin, Joseph L. (Interim) | B.A., Tor. | Math. | 1909 | 8½ | 3 | ..... | 1,100 | ..... |
| | McArthur, Christiana M. | | | 1911 | 15 | 3 | ..... | ..... | 700 |
| Petrolea..... | Clyde, William | M.A., Queen's | | 1888 | 24 | 1 | 1,300 | ..... | ..... |
| | Gundry, Helen Myrtle | B.A., Tor. | Classics | 1909 | 8 | ½ | ..... | ..... | 1,000 |
| | McPhail, Alexander C. | B.A., Queen's | | 1910 | 15⅓ | 10½ | ..... | 1,050 | ..... |
| | Lechie, Bruce E. (Interim) | B.A., McMaster | Science | 1910 | ½ | 2 | ..... | 1,200 | ..... |
| Plantagenet .. | Walsh, John C. | B.A., Ottawa | | 1907 | 4½ | .... | 1,200 | ..... | ..... |
| | Lachance, Gertrude M... (Interim) | B.A., Queen's | | 1909 | 1½ | 3 | ..... | ..... | 1,000 |
| | McSherry, Charlotte..... (Interim) | | | 1910 | ..... | 3 | ..... | ..... | 600 |
| Port Dover .. | Liddy, William R. | B.A., Tor. | Science | 1897 | 14 | 4½ | 1,100 | ..... | ..... |
| | Macgregor, Jessie D..... (Interim) | | | 1910 | 1 | 2 | ..... | ..... | 800 |
| Port Elgin ... | Nelson, Albert E. | B.A., Queen's | | 1910 | 2½ | 6 | 1,300 | ..... | ..... |
| | Eby, Winifred Mora | | | 1910 | 2½ | .... | ..... | ..... | 700 |
| | Stirling, Charlotte..... (Interim) | | | 1911 | ..... | 3 | ..... | ..... | 650 |
| Port Hope.... | Snider, Eber Egerton | B.A., Vic. | Math. | 1908 | 20 | 2 | 1,700 | ..... | ..... |
| | Morgan, John James | M.A., Tor. | Science | 1905 | 15 | 3 | ..... | 1,400 | ..... |
| | Cameron, Archibald R. | B.A., Queen's | Classics | 1910 | 6 | .... | ..... | 1,300 | ..... |
| | Parlow, Helen C..... (Interim) | M.A., Tor. | Mods. and Hist. | 1910 | 1½ | .... | ..... | ..... | 900 |
| | Tuer, Margaret | | Commercial ..... (Interim) | 1910 | 4 | 5 | ..... | ..... | 800 |
| Port Perry .... | Jenkins, Robert Smith | M.A., Tor. | Eng., Hist. (Int.), Class. Fr. Ger | 1910 | 6½ | .... | 1,300 | ..... | ..... |
| | Stone, George | | | 1883 | 29 | 4 | ..... | 1,100 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sinclair, Robert J.....(Interim) | ..... | ..... | 1909 | 2½ | 2 | ..... | 950 | ..... |
| | Philp, L. Madeline ..... | ..... | ..... | 1908 | 2½ | 3 | ..... | ..... | 650 |
| Port Rowan . | Amos, Harold Edwin ..... | B.A., Queen's, B.Pæd., Tor. | ..... | 1910 | 3½ | 8 | 1,400 | ..... | ..... |
| | Campbell, Hughena.....(Interim) | ..... | ..... | 1910 | 1½ | .... | ..... | ..... | 700 |
| Prescott ..... | Kerfoot, Horace Watson..... | B.A., Queen's ..... | ..... | 1907 | 6 | 11 | 1,300 | ..... | ..... |
| .. | Leighton, Robert Henry ..... | B.A., Queen's ..... | ..... | 1907 | 9 | 19 | ..... | 1,100 | ..... |
| | Code, Ethel May.....(Interim) | M.A., Queen's ..... | Fr,, Ger. ..... | 1910 | 1½ | .... | ..... | ..... | 800 |
| | Coles, William Gordon...(Interim) | ..... | ..... | 1910 | ½ | .... | ..... | 700 | ..... |
| Richmond Hill | Davidson, John ..... | M.A., LL.B., Tor. ... | Classics ..... | 1910 | 30 | 3 | 1,200 | ..... | ..... |
| | Carpenter, Ida Mary.....(Interim) | B.A., Tor. ..... | ..... | 1911 | ¼ | .... | ..... | ..... | 700 |
| | Fraser, Lucile.....(Interim) | ..... | ..... | 1910 | ½ | 3 | ..... | ..... | 700 |
| Rockland ..... | Eby, Florence Mary ..... | B.A., Tor. ..... | ..... | 1908 | 6½ | .... | 900 | ..... | ..... |
| | Banford, Joyce .....(Interim) | ..... | ..... | 1909 | 1½ | 1 | ..... | ..... | 650 |
| | Rooney, Alice M.....(Interim) | B.A., Tor. ..... | ..... | 1910 | ½ | .... | ..... | ..... | 650 |
| Sault Ste Marie | Race, Wilfred Ballantyne..... | B.A., Queen's ..... | Mods. and Hist. ..... | 1904 | 18 | .... | 2,000 | ..... | ..... |
| | Rudlen, George William..... | B.A., Tor. ..... | Math. ..... | 1904 | 12½ | .... | ..... | 1,500 | ..... |
| | Harkness, Mary Dell ..... | M.A., Queen's ..... | Mods. and Hist. (Interim)... | 1906 | 4 | 6 | ..... | ..... | 1,100 |
| | Clayton, Vivian Emily..... | B.A., Man. ..... | Commercial ..... | 1908 | 4½ | 1½ | ..... | ..... | 1,050 |
| | Hicks, Fred M.....(Interim) | ..... | ..... | 1910 | 5½ | 2½ | ..... | 1,200 | ..... |
| | Mackenzie, Anna.....(Interim) | ..... | ..... | 1910 | ½ | 11 | ..... | ..... | 900 |
| | Later, Thomas John ..... | ..... | (Manual Training Instr.)... | 1910 | ..... | 10 | ..... | 1,200 | ..... |
| | Shaw, M. Pauline ..... | ..... | (Household Science Instr.).. | 1910 | 4 | .... | ..... | ..... | 700 |
| Simcoe ..... | Christie, James Douglas..... | B.A., Tor. ..... | Eng., Fr., Ger. ..... | 1889 | 32 | .... | 1,400 | ..... | ..... |
| | Hagan, James W. ..... | M.A., Queen's ..... | Science (Interim) ..... | 1910 | 6 | 5 | ..... | 1,300 | ..... |
| | Kerr, Charles S. ..... | B.A., Tor. ..... | Eng., Hist., Classics ..... | 1910 | 23 | .... | ..... | 1,200 | ..... |
| | Skirrow, William A.....(Interim) | M.A., Queen's ..... | Math. ..... | 1910 | ½ | .... | ..... | 1,200 | ..... |
| | Gooland, Alma ..... | ..... | Commercial ..... | 1907 | 4 | 11 | ..... | ..... | 900 |
| Smith's Falls . | Rose, Robert Chas..... | B.A., Tor. ..... | Math. ..... | 1907 | 19 | 3½ | 1,600 | ..... | ..... |
| | Cooke, John Alexander..... | M.A., Queen's ..... | Classics ..... | 1909 | 21 | 3 | ..... | 1,450 | ..... |
| | Forrester, John W.....(Interim) | M.A., Queen's ..... | Science ..... | 1910 | 1½ | 4 | ..... | 1,450 | ..... |
| | McWhorter, Mary Victoria.(Inter.) | B.A., Tor. ..... | Mods. and Hist..... | 1909 | 1½ | .... | ..... | ..... | 700 |
| | Livens, Emma ..... | ..... | ..... | 1911 | 1 | 5 | ..... | ..... | 700 |
| Smithville ... | Tremeer, James ..... | B.A., Vic. ..... | Classics ..... | 1908 | 23 | 3 | 1,300 | ..... | ..... |
| | Teeter, E. Louise.....(Interim | ..... | ..... | 1909 | 2 | 3 | ..... | ..... | 600 |
| Stirling ..... | Kennedy, George E. ..... | B.A., Vic. ..... | Science ..... | 1893 | 18 | 4 | 1,300 | ..... | ..... |

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal. | Male Assistants. | Female Assistants. |
| | | | | | | | $ | $ | $ |
| Stirling.—*Con.* | Scott, Carrie Lillian | B.A., Queen's | | 1908 | 2½ | .... | ..... | ..... | 800 |
| | McRae, Caroline Jean...(Interim) | B.A., Queen's | Eng., Hist. | 1909 | 1½ | ½ | ..... | ..... | 800 |
| Streetsville ... | Kemp, William | M.A., Queen's | Eng., Hist., Fr., Ger. | 1909 | 10 | 1 | 1,200 | ..... | ..... |
| | McDiarmid, Janetta Maybelle (Int.) | M.A., Tor. | Math. | 1909 | 1½ | .... | ..... | ..... | 900 |
| | Tanner, Alice Maude.....(Interim) | ..... | Commercial | 1909 | 1½ | 1½ | ..... | ..... | 750 |
| Sudbury ..... | Berlanquet, Hugh S. | B.A., Queen's | Classics | 1910 | 7 | .... | 1,700 | ..... | ..... |
| | O'Grady, John Lee.....(Interim) | ..... | ..... | 1910 | 1 | 2 | ..... | 1,200 | ..... |
| | Baker, Wester Roy.....(Interim) | B.A., Tor. | ..... | 1910 | ½ | .... | ..... | 1,300 | ..... |
| | Bibby, Marie Victoria | B.A., Tor. | ..... | 1911 | 4½ | .... | ..... | ..... | 1,000 |
| Sydenham ... | Sine, Fred. | M.A., B.Sc., Queen's. | ..... | 1911 | 3½ | 5 | 1,300 | ..... | ..... |
| | Hiscock, Mary B.....(Interim) | B.A., Queen's | ..... | 1910 | ½ | .... | ..... | ..... | 650 |
| | Davidson, Edith M.....(Interim) | B.A., Queen's | ..... | 1910 | ½ | 1 | ..... | ..... | 750 |
| | Graham, Herbert W.....(Interim) | ..... | ..... | 1911 | ..... | ½ | ..... | 800 | ..... |
| Thorold ..... | Fitzgerald, Eliza Sophia | M.A., Queen's | Classics | 1909 | 26½ | .... | 1,100 | ..... | ..... |
| | McMahon, Frank Oliver | B.A., Tor. | ..... | 1909 | 2½ | 6 | ..... | 850 | ..... |
| | Moir, M. Isabella .....(Interim) | B.A., Tor. | ..... | 1910 | 1 | .... | ..... | ..... | 600 |
| Tillsonburg .. | Davidson, John H. | M.A., B.Pæd., Tor. | Math. | 1910 | 8 | 7½ | 1,500 | ..... | ..... |
| | Hindson, Hilda Mary | ..... | Commercial (Interim) | 1904 | 6 | 6 | ..... | ..... | 850 |
| | Solmes, Harriet Mary....(Interim) | B.A., Queen's | ..... | 1908 | 3 | 1½ | ..... | ..... | 1,000 |
| | MacDougall, Dougal P...(Interim) | ..... | ..... | 1910 | 2½ | ½ | ..... | 1,200 | ..... |
| Toronto, Malvern Avenue | Lehman, Carl A. K. | B.A., Tor. | Science | 1910 | 15 | 2 | 2,500 | ..... | ..... |
| | Barr, Lydia Adams | B.A., Tor. | ..... | 1908 | 18 | 9 | ..... | ..... | 1,350 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Toronto, Malvern Avenue. —*Con.* | Lingwood, Frederick Houchen | B.A., Lond., B.Pæd., Queen's, M.A., Trin. | Classics | 1910 | 18 | .... | ..... | 1,500 | ..... |
| | Wood, Frank Herbert | B.A., Tor. | Math | 1910 | 5½ | .... | ..... | 1,800 | ..... |
| Toronto, Oakwood | Gray, Robt. Alex. | B.A., Tor. | Math. | 1910 | 26 | .... | 2,600 | ..... | ..... |
| | Jewett, Albert Edward | B.A., Queen's | Science | 1908 | 23 | 3½ | ..... | 2,000 | ..... |
| | Thompson, John Frederick | M.A., D.Pæd., Tor. | Classics | 1908 | 12 | .... | ..... | 1,800 | ..... |
| | Clarke, Frederick Hall | B.A., Tor. | Eng., Hist., Fr., Ger. | 1908 | 15 | .... | ..... | 1,900 | ..... |
| | Irwin, Herbert William | B.A., Tor. | Mods. and Hist. | 1908 | 9 | .... | ..... | 1,800 | ..... |
| | Kennedy, Thomas | M.A., Queen's | Math. | 1908 | 11 | 2¾ | ..... | 1,800 | ..... |
| | Horton, Charles William | B.A., Queen's | Eng., Hist. | 1908 | 15 | 7½ | ..... | 1,800 | ..... |
| | Ketcheson, Florence Blanche | B.A., Tor | Mods. and Hist. | 1908 | 5 | .... | ..... | ..... | 1,600 |
| | Ayers, M. Huntley | M.A., Queen's | Science | 1909 | 6½ | 8 | ..... | 1,500 | ..... |
| | Pearson, Harvie Allen | ..... | (Physical Instructor) | 1910 | ..... | .... | ..... | ..... | ..... |
| Toronto, Riverdale | Michell, William C. | B.A., Tor. | Classics | 1910 | 19 | .... | 2,600 | ..... | ..... |
| | Moore, James Rosington | M.A., Queen's | Science | 1907 | 12 | ½ | ..... | 1,900 | ..... |
| | Wren, John Stewart | B.A., Tor. | Math. | 1907 | 12 | .... | ..... | 1,900 | ..... |
| | Willson, Alice M. | B.A., Tor. | Fr., Ger. | 1908 | 7 | 4 | ..... | ..... | 1,800 |
| | Watson, Erwin H. A. | B.A., Tor. | Mods. and Hist. | 1910 | 10 | 3 | ..... | 1,800 | ..... |
| | McKinley, James M. | B.A., Tor. | Classics | 1910 | 11 | .... | ..... | 1,700 | ..... |
| | Kidd, Truman William | B.A., Queen's | Art | 1909 | 5½ | 6 | ..... | 1,500 | ..... |
| | Rogers, William Henry | M.A., Trin. | Math. | 1909 | 8½ | 2 | ..... | 1,500 | ..... |
| Toronto, Technical | Eldon, Robert Henry | B.A., Queen's | Math., Commercial | 1904 | 19 | 7 | 3,000 | ..... | ..... |
| | McBean, John William | B.A., Tor. | ..... | 1902 | *8 | .... | ..... | 2,050 | ..... |
| | Warren, James McIntosh | B.A., Tor. | Math. | 1903 | *16½ | .... | ..... | 2,050 | ..... |
| | Kirkland, William Stuart | M.A., Queen's | Science | 1903 | *14½ | 1 | ..... | 2,000 | ..... |
| | Ward, William | B.A., B.Pæd., Queen's | Commercial | 1906 | 16 | 5 | ..... | 1,850 | ..... |
| | Wilson, William James | B.A., Tor. | Science (Interim) | 1902 | *8½ | .... | ..... | 1,850 | ..... |
| | MacLean, Allan Edmund | B.A., Queen's | Eng., Hist., Fr. Ger. | 1911 | 18 | 5 | ..... | 1,400 | ..... |
| | Baird, William | ..... | Commercial | 1903 | *8 | 4 | ..... | 1,750 | ..... |
| | Rutherford, William Herbert | M.A., Tor. | Math. | 1904 | 7½ | .... | ..... | 1,750 | ..... |
| | Rundle, John Ashton | ..... | ..... | 1904 | 6½ | 18½ | ..... | 1,750 | ..... |
| | Downey, Helen Elizabeth | B.A., Tor. | Mods. and Hist. | 1904 | 10 | .... | ..... | ..... | 1,750 |
| | Edward, Wesley Grafton | ..... | Commercial | 1907 | 5½ | 1 | ..... | 1,650 | ..... |
| | Bailey, Joseph James | ..... | ..... | 1907 | 6½ | 5½ | ..... | 1,650 | ..... |
| | Jolliffe, Ernest Howard .. (Interim) | B.A., Tor. | Science | 1908 | 2½ | 2½ | ..... | 1,500 | ..... |
| | Webster, Samuel Charles | B.A., Tor. | ..... | 1909 | 9 | 2 | ..... | 1,450 | ..... |
| | Conlin, Evelyn Eliz. | B.A., Tor. | Mods. and Hist. | 1910 | 8½ | .... | ..... | ..... | 1,400 |
| | Ferguson, Walter B. .... (Interim) | M.A., Queen's | Science | 1911 | 1½ | .... | ..... | 1,300 | ..... |
| | Peake, Charles Nicholson | ..... | (Instructor in Drafting) | 1898 | ..... | .... | ..... | 1,750 | ..... |
| | †Hahn, Gustav | ..... | do | 1902 | ..... | .... | ..... | 1,000 | ..... |
| | †Banks, John Lisney | ..... | do | 1906 | ..... | .... | ..... | 750 | ..... |
| | †Hahn, Emanuel | ..... | do | 1907 | ..... | .... | ..... | 720 | ..... |
| | †Collett, William Charles | B.A.Sc., Tor. | do | 1909 | ..... | .... | ..... | 650 | ..... |

*Includes experience in this school previous to 1904, when it became a High School. †Part time teacher—day and evening classes.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—*Continued.*

| High Schools. | Names of Teachers. | Degrees. | Specialists. | Date of appointment. | No. of years' experience in a High School or Collegiate Institute. | No. of years in a Public School. | Salary. Principal. | Male Assistants. | Female Assistants. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | $ | $ | $ |
| Toronto, Technical—*Con.* | Davidson, Margaret Mary | | (Instructor in House'ld Sci.) | 1902 | ..... | ..... | ..... | ..... | 1,700 |
| | DeLaporte, Marie Annette | | do | 1907 | ..... | ..... | ..... | ..... | 1,000 |
| | Murray, Isabel | B.Sc., Columbia | do | 1908 | ..... | ..... | ..... | ..... | 1,000 |
| | *Maynard, Carman Moses (See footnote.) | | (Instructor in Freehand) | ..... | ..... | ..... | ..... | ..... | ..... |
| Trenton | Whyte, Robert | B.A., Tor. | | 1910 | 15 | 4 | 1,400 | ..... | ..... |
| | Schell, Arthur W. | | | 1910 | 6 | 3½ | ..... | 1,150 | ..... |
| | Pattee, Mrs. Ada | | Eng., Hist. | 1889 | 23 | .... | ..... | ..... | 900 |
| | White, Minerva Margaret | | | 1906 | 4½ | 11 | ..... | ..... | 700 |
| Uxbridge | Ferguson, Thomas R. | M.A., Queen's | Math. | 1911 | 3½ | 4 | 1,400 | ..... | ..... |
| | Jeckell, Laura M. | | | 1908 | 3 | 2½ | ..... | ..... | 750 |
| | McCaw, Hester (Interim) | B.A., Tor. | Eng. and Hist. | 1910 | 2½ | .... | ..... | ..... | 800 |
| | Shepherd, Eleanor (Interim) | M.A., Trin. | | 1910 | 1½ | 1 | ..... | ..... | 750 |
| †Vienna | Bonis, Henry | B.A., Tor. | Classics | 1905 | 20 | 1 | 1,050 | ..... | ..... |
| Walkerton | Morgan, Joseph | M.A., Tor. | Classics | 1881 | 29 | .... | 1,400 | ..... | ..... |
| | Case, H. James | | | 1910 | 4 | 13 | ..... | 1,100 | ..... |
| | McGregor, Margaret C. | B.A., Tor. | | 1908 | 3½ | 1½ | ..... | ..... | 800 |
| | Cummer, May Elvina | | | 1909 | 5½ | .... | ..... | ..... | 1,100 |
| Wardsville | ‡Sinclair, William T. (Temporary) | B.A., Royal, Ireland | | 1911 | ..... | .... | 1,100 | ..... | ..... |
| | Peck, Maud M. (Interim) | | | 1910 | ..... | 2 | ..... | ..... | 700 |
| Waterdown | Campbell, Alexander | B.A., Tor. | Math. | 1908 | 20 | 3 | 1,100 | ..... | ..... |
| | Chassels, Frances (Interim) | | | 1909 | 1½ | 3 | ..... | ..... | 625 |
| | Crummer, Eva (Interim) | | | 1909 | 1½ | 2 | ..... | ..... | 6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Waterford | Simpson, John | M.A., Tor. | | 1910 | 8 | 7 | 1,200 | | |
| | Rowntree, Annie (Interim) | M.A., Tor. | Mods and Hist. | 1910 | ½ | 5 | | | 800 |
| | Lishman, Frederick (Interim) | | | 1910 | | | | 700 | |
| Watford | Williams, Lorne J. | B.A., Queen's | | 1910 | 11½ | 2½ | 1,400 | | |
| | Archibald, Robt. Harvey (Interim) | | | 1910 | ½ | | | 800 | |
| | Mitchell, Blanche H. | | | 1907 | 3 | 4 | | | 700 |
| | Ovens, Winifred E. | B.A., Western | | 1909 | 2½ | | | | 700 |
| Welland | McCuaig, Herbert M. | B.A., Queen's | | 1891 | 26 | | 1,500 | | |
| | Ashall, Frances Mabel | B.A., Tor. | Math. | 1910 | 3 | | | | 1,200 |
| | Thomson, Helen M. | B.A., Tor. | Math. (Interim) | 1908 | 2 | 3 | | | 900 |
| | Stone, Grace L. (Interim) | B.A., McMaster | Mods. and Hist. | 1910 | 1 | 2½ | | | 800 |
| | Brennan, Jennie L. | | | 1906 | 4 | 5 | | | 750 |
| Weston | § | | | | | | | | |
| | Hawkins, Maud Mary | B.A., Tor. | Mods. and Hist. | 1904 | 10 | | | | 1,000 |
| | Doherty, John C. (Interim) | B.A., McMaster | Science | 1910 | ½ | | | 1,000 | |
| | Gillies, Annie M. (Interim) | B.A., Tor. | Classics | 1910 | ½ | | | | 1,000 |
| Wiarton | Witheril, Ebenezer Rufus | B.A., Queen's | | 1910 | 17 | 20 | 1,400 | | |
| | Graves, Bessie | B.A., Western | | 1910 | 2 | 1½ | | | 800 |
| | Allan, Nellie F. (Interim) | | | 1910 | 2 | 6 | | | 750 |
| Williamstown | Pentland, George E. | M.A. Queen's | Math. (Interim) | 1910 | 3½ | 10 | 1,400 | | |
| | Cattanach, Jessie S. (Interim) | B.A., Queen's | | 1910 | ¼ | 4½ | | | 800 |
| | Pickering, John R. (Interim) | | | 1910 | 2½ | 2 | | 900 | |
| | O'Brian, Mabel B. (Interim) | | | 1909 | 3½ | | | | 800 |
| Wingham | Smith, John Charles | B.A., Queen's | Classics (Interim) | 1907 | 5½ | 3 | 1,300 | | |
| | Percy, Herbert Algernon | | | 1910 | 2 | 2 | | 1,250 | |
| | Baird, Mabel M. J. | B.A., Tor. | Mods. and Hist. | 1909 | 7 | | | | 850 |
| | Anderson, Beatrice E. (Interim) | | | 1908 | 2 | 3 | | | 650 |
| | Rice, Kathleen C. S. (Interim) | B.A., Tor. | | 1911 | 1½ | 1½ | | | 1,000 |

*Part time teacher—day and evening classes. †Assistant to be appointed. ‡Acting Principal. §Principal to be appointed.

NOTE.—In addition there are 23 part time teachers for evening classes only in the Technical High School.

## SUMMARY, JANUARY, 1911.

### Number of Schools, Sex of Teachers, and Percentages.

| | |
|---|---|
| Collegiate Institutes | 44 |
| High Schools | 102 |
| Total | 146 |
| Increase for the year | 1 |

*Teachers.*

| | |
|---|---|
| Gentlemen | 537 |
| Ladies | 316 |
| Total | 853 |
| Increase for the year | 33 |

*Percentages.*

| | | |
|---|---|---|
| January, 1911 | Gentlemen, 62.95; | Ladies, 37.04 |
| January, 1910 | " 64.87; | " 35.12 |
| January, 1909 | " 67.55; | " 32.45 |
| January, 1904 | " 78.8 ; | " 21.2 |

### Number of Teachers.

*Collegiate Institutes.*

| | |
|---|---|
| Principals | 44 |
| Assistants | 396 |
| Total | 440 |
| Increase for the year, 26 | |

*High Schools.*

| | |
|---|---|
| *Principals | 100 |
| Assistants | 313 |
| Total | 413 |
| Increase for the year, 7 | |

*Grand Total.*

| | |
|---|---|
| *Principals | 144 |
| Assistants | 709 |
| Grand Total | 853 |
| Increase for the year, 33 | |

### Salaries.

*Collegiate Institutes.*

| | |
|---|---|
| Highest Salary | $3,500 |
| Average " Principals | 1,905 |
| " " Assistants | 1,328 |
| Average Salary | $1,385 |
| Increase for the year | $64 |

*High Schools.*

| | |
|---|---|
| Highest Salary | $3,000 |
| Average " Principals | 1,441 |
| " " Assistants | 1,026 |
| Average Salary | $1,121 |
| Increase for the year | $54 |

*Collegiate Institutes and High Schools.*

| | |
|---|---|
| Highest Salary | $3,500 |
| Average " all Principals | 1,582 |
| " " all Assistants | 1,194 |
| Average Salary, all | $1,259 |
| Increase for the year | $64 |
| Average Salary, Men Assistants | $1,387 |
| " " Women " | 951 |
| Increase for the year, Men | $89 |
| " " " Women | 57 |

### University Graduates, Specialists, etc.

*Collegiate Institutes and High Schools.*

| | |
|---|---|
| Graduates | 615 |
| Non-Graduates | 238 |
| Percentage of Graduates, 1911 | 72.09 |
| Percentage of Graduates, 1910 | 73.53 |
| Percentage of Non-Graduates, 1911 | 27.90 |
| Percentage of Non-Graduates, 1910 | 26.46 |
| Interim Certificates | 201 |
| Specialists | 411 |
| Interim Specialists | 105 |
| Percentage of Specialists and Interim Specialists, 1911 | 60.49 |
| Percentage of Specialists and Interim Specialists, 1910 | 62.68 |
| Percentage of Non-Specialists, 1911 | 39.50 |
| Percentage of Non-Specialists, 1910 | 37.31 |

* Two Principals to be appointed.

## APPENDIX V—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF WALTER R. NURSEY, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES IN THE PROVINCE OF ONTARIO, FOR THE YEAR 1910, WITH THE STATISTICS OF 1909.

*To the Hon.* R. A. PYNE, M.D., LL.D., M.P.P.,
*Minister of Education, Province of Ontario.*

SIR,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1909, together with additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

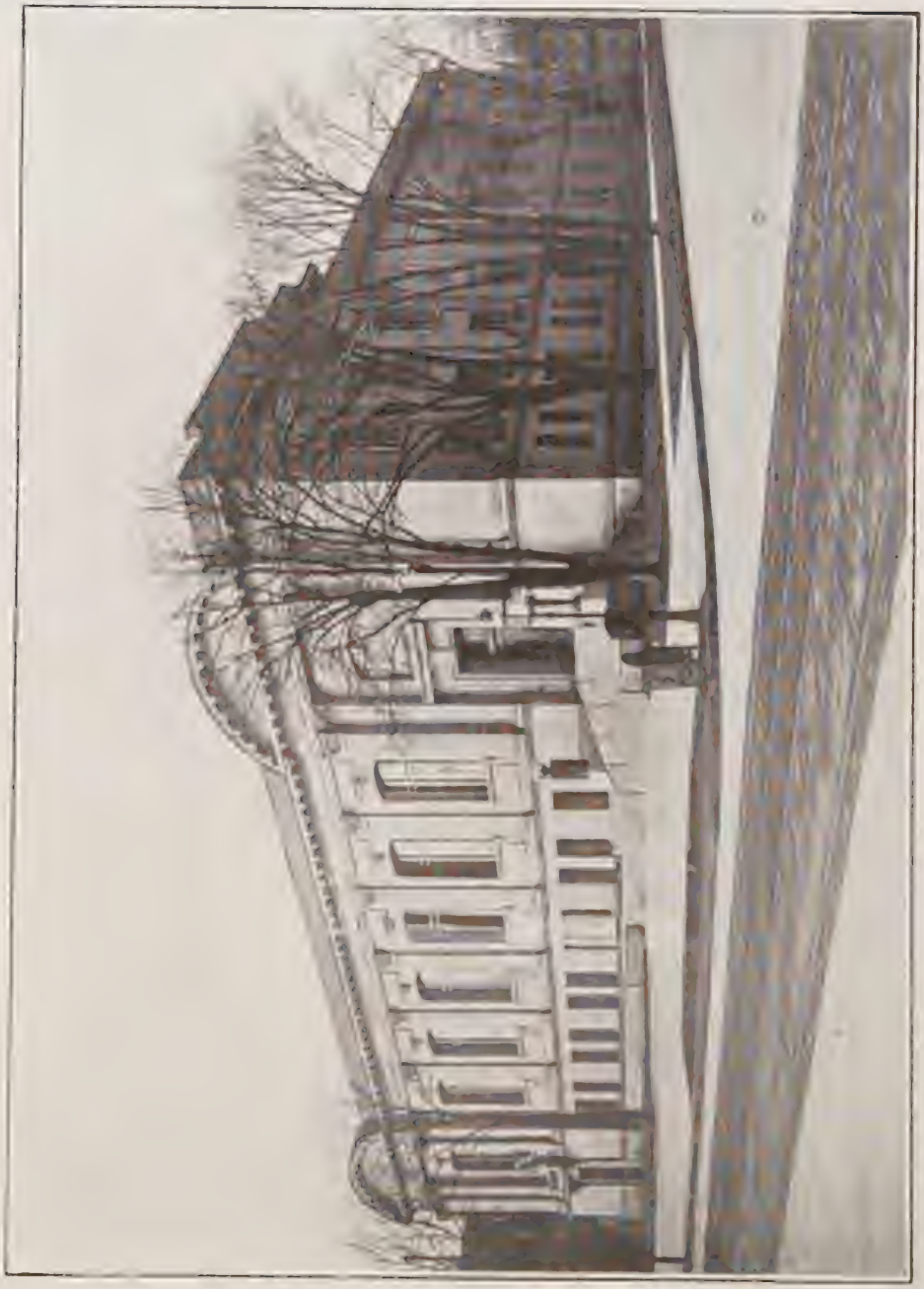
I have the honour to be.

Sir,

Your obedient servant,

WALTER R. NURSEY,

*Inspector of Public Libraries, etc.*



Reference Library, College Street, Toronto.

Lucknow Public Library.

Ingersoll Public Library.

## WORK OF THE INSPECTOR'S BRANCH

I have satisfaction in drawing your attention to the work accomplished by this branch of the Department of Education during the year 1910. The policy you have pursued, Sir, has resulted in encouraging library development and extending library facilities throughout the Province.

The expressed approbation of those familiar with existing conditions and from every quarter of the Province is testimony to the value of the work accomplished.

There is, of course, a tendency among some library workers in Ontario to think that we should have in force every new method tested, or for that matter, untested, that has been introduced in the United States of America, without taking into consideration the difference in the laws of control and established systems of administration that regulate procedure in the two countries. From close personal observation made in that country I find that they have almost as many problems to solve as we in Canada. Comparison in respect to the features of wealth and population is often overlooked.

While we in Ontario are moving abnormally quick, it would be unwise to attempt too much. We can afford to deliberate without marking time.

It is easy to advocate changes and innovations, but not so easy to withdraw if, after introduction they are found inapplicable. "We are doing fine," hence I do not think we should be seduced into embracing half-thought-out conceptions which are apt to result in premature offspring.

In order that a fair estimate may be reached of the work accomplished, and also left undone, by the Inspector since September, 1909, the first sixteen months of his holding office, and in part explanation that in the circumstances, annual inspection of 430 libraries is a physical impossibility—I submit a rough record of his movements.

1. Attendance at sixteen Library Institutes, with sessions often occupying two days, entailing prepared addresses and computing and payment of expenses of delegates.

2. Attendance at the annual meeting of the Ontario Library Association; two days.

3. Attendance at annual meeting of the American Library Association at Mackinac Island, Lake Michigan. Five days.

4. Visit of inspection in company with a special committee of the Ontario Library Association commissioned by the Minister of Education to visit certain libraries and other educational institutions in the United States for the purpose of ascertaining what steps had been taken by them in regard to the closer relation of the Public Library with the Technical Education of the artizan—these places were:

| | |
|---|---|
| Albany, N.Y. | Newark, New Jersey. |
| Boston, Mass. | Brooklyn, N.Y. |
| Worcester, Mass. | Buffalo, N.Y. |
| Providence, Rhode Island. | Niagara Falls, N.Y. |

and to summarize the result of my individual investigations.

5. Visitation and inspection of 46 Provincial Libraries as per page 33 of this report, covering the territory from Ottawa on the northeast to Amherstburg on the southwest; from Morrisburg on the east to Sarnia on the west; from Pene-

tanguishene on the north to Fort Frances and Kenora on the northwest. Also visiting libraries in Detroit and Winnipeg. In the course of these trips I have travelled over 12,500 miles by land and water.

6. Have given a public address (or spoken at Board Meetings) at each one of these places except three.

7. Have also attended, by invitation, the Annual Convention of Delegates from the Women's Institutes of Ontario, and delivered an address on "Travelling Libraries."

8. As Inspector of Public Libraries I have prepared two Annual Reports, containing over 232 printed pages of the proceedings of the year, many facts and some information, the result of much investigation and labour.

9. In conjunction with Mr. Lemon I have carefully analyzed and checked over the Annual Reports of the 414 Public Libraries in the Province, allotting under the provisions of the new Public Libraries Act the proportion of the legislative appropriations earned by each library. A task involving an unusual amount of auditing, correction and explanation of the requirements of the Act.

10. Have sent special letters to all of the smaller or defunct libraries that had not reported, asking for specific information as to their condition, elsewhere tabulated. See page 516.

11. Have changed the old form of Annual Reports heretofore in use, and yearly forwarded by the several libraries, in order to conform with the changes in the Act, and, as will be seen, have made Tables "A" and "B" in the Inspectors' Report to correspond with and embrace the additional information, showing rent, light and heating, salaries and population. The collection and tabulation of these has called for added labour and consideration.

12. Nearly 3,000 letters have reached this office, in many instances seeking interpretation of intricate points under the Act, and other information on every phase of library work, local and otherwise, all calling for acknowledgment, often necessitating two letters in reply, in many instances lengthy ones.

13. Have prepared three interim Reports and received many deputations.

14. Have supervised Mr. Riddell's shipments of Travelling Libraries, selected the books to replace those missing, prepared the needed catalogues for each library and issued circular letters to numerous communities.

15. Have prepared lists of selected books for the 21 Technical Libraries asked for by the Public Libraries in certain industrial towns—a necessarily long process, and demanding great care—the orders for which are being slowly filled by the booksellers.

16. Assisted by Mr. E. A. Hardy, I have also drafted the new Rules and Regulations respecting Public Libraries now in the printer's hands.

17. The Annual Reports and Financial Statements of the 27 Historical, Scientific, Literary, and other Institutions as rendered to the Department, have also been edited and examined by the Inspector previous to publication in his annual report.

18. The responsibility of checking all Expenditures on account of books for travelling and other libraries, and all other disbursements connected with his office, as well as the expenditure incurred in holding the Library Institutes has also rested with the Inspector.

19. All arrangements for the work of Miss Spereman, the official classifier and cataloguer, are necessarily planned and supervised by the Inspector, who receives her reports and issues instructions subject to the approval of the Minister of Education.

The above is a fair summary of the work performed by your Inspector of Public Libraries, and is not submitted in any sense for the purpose of self-exploitation, but with the single and honest object of showing the increasing demand upon his time—his overtime—and also as a reason for the inevitable neglect of certain duties, notably *more complete inspection,* which is the primary reason for his official existence, but the fulfilment of which, the pressing call of other functions, and other demands, has made impossible.

## DONATIONS

A few donations of books and pamphlets have been received during the year and much appreciated. Most important of these were 75 copies of a volume entitled "Indian Legends, and Other Poems," published by the Salem Press Co., Salem, Mass.

These were generously presented, all charges paid, by Mr. Hanford Lennox Gordon, the author, and are being distributed among those libraries, etc., indicated and in accordance with Mr. Gordon's suggestion. The recipients have been requested to make any criticism upon the work they feel disposed to.

## LIBRARY BUILDING PLANS

An interesting correspondence has taken place during the year with Mr. James Bertram, Private Secretary to Mr. Andrew Carnegie, in reference to building plans submitted to him by many Library boards in Ontario, making application for a donation from Mr. Carnegie, and which in many instances were found to be totally unsuitable, either too ornate, badly designed, or wasteful in respect to space. Mr. Bertram suggested that it might be well if the plans of all proposed library buildings be first submitted to the Department of Education for the information and general approval of the Minister. In the Regulations about to be issued will be found a rule embodying the principle laid down in Mr. Bertram's suggestion. This rule calls for the filing of all such plans with the Department, prior to erection of a library building, not for professional criticism or endorsement, but with the object of giving the board interested the benefit of the information in possession of the Department. These plans will be open for inspection by all interested. In the case of the plans of the new library at Fergus, they met with Mr. Bertram's warm approval. It is understood that Mr. Carnegie is desirous that some general uniform style of architecture should be followed, both in respect to exterior and interior plans of those library buildings towards the construction of which he has contributed. The Fergus building is commended on the grounds of economy and of space construction and simplicity of design. The plans are reproduced elsewhere. To meet the needs of enquirers, these plans have been issued by the Department in pamphlet form. One important feature, however, appears to have been overlooked, viz.: space for a Children's department.

With the plans of Andrew Carnegie and other architects available there is now no excuse for Library Boards to spend money in perpetuating mistakes that have been discovered and remedied.

It is well that Library Boards should remember that the Board alone is empowered to "procure, erect, or rent the necessary buildings for the purpose of the library and the reading room, and for all other purposes authorized by the Act." With these privileges and responsibilities a seat on a Library Board is one of dignity and importance.

## THE STORY OF THE PUBLIC LIBRARIES, FREE AND ASSOCIATION, FOR THE YEAR

The following libraries were incorporated: Camlachie, Clarksburg, Hillsview, Runnymede.

The following libraries did not report for the year 1909. Should they neglect to report for 1910, they will be removed from the list of libraries entitled to participate in the Legislative Grant:

Allan's Mills, Avonmore, Ayton, Bervie, Brigden, Cayuga, Callender, Chapleau, Chesterville, Cobden, Cold Springs, Coldwater, Corkery, Deer Park, Douglas, Dromore, Dundalk, Emsdale, Gore Bay, Gravenhurst, Hawkesbury, Iroquois, King, Lucan, Manitowaning, Marlbank, Metcalfe, Newbury, Napanee Mills, Oil Springs, Oxford Mills, Petrolea, Pinkerton, Point Edward, Poland, Priceville, Queensville, Relessey, Rodney, Schomberg, Schreiber, Sturgeon Falls, Sunnidale, Thamesford, Thornhill, Thessalon, Watson's Corners, Westport, Wyoming.

Some of these have sent in semi-official reports during 1910, which it is hoped may secure their retention on the active list.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations: Granton, Kinburn, Rosseau, Tamworth.

Where it has been shown that despite the reasonable efforts of the community affected the maintenance of a library was an apparent impossibility, the reading requirements of such will in part be met by supplying Travelling Libraries. Forms of application for these are issued by the Department upon request.

For further information in regard to the libraries that have not regularly reported, or have been removed from the active list, attention is directed to the articles referring to their status which appear elsewhere in this Report. (See Table of Contents.)

## A LIBRARY AND ITS WORK

"Get Good Books; give them a home attractive to readers of good books; name a Friend of Good Books as Mistress of this Home, and you have a Library: all share in its support and all get pleasure and profit from it if they will; without divisions religious, politic, or social, it unites all in the pursuit of High Pleasure and Sound Learning, and gives to those who support it that common interest which is the basis of proper local pride."

FREE

TABLE A.—Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities, Books

| Number. | Public Libraries. FREE. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislation Grants. | Municipal Grants. | Members' Fees. | Balances and other sources. | Total Receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | Acton | 79 76 | 207 50 | ..... | 167 91 | 455 17 | 269 69 | 185 48 |
| 2 | Ailsa Craig | 43 95 | 50 00 | 5 00 | 159 59 | 258 54 | 130 51 | 128 03 |
| 3 | Amherstburg | 250 00 | 375 00 | 53 75 | 254 32 | 933 07 | 823 83 | 109 24 |
| 4 | Alton | 21 81 | 30 00 | 19 00 | 118 93 | 189 74 | 139 89 | 49 85 |
| 5 | Arnprior | 62 94 | 100 00 | ..... | 49 76 | 212 70 | 196 61 | 16 09 |
| 6 | Aurora | 45 98 | 150 00 | ..... | 150 86 | 346 84 | 323 23 | 23 61 |
| 7 | Aylmer | 195 19 | 350 00 | 18 70 | 59 30 | 623 19 | 562 62 | 60 57 |
| 8 | Ayr | 54 75 | 185 00 | 5 50 | 46 95 | 292 20 | 252 86 | 39 34 |
| 9 | Belleville | 250 00 | 1,500 00 | ..... | 526 05 | 2,276 05 | 2,257 01 | 19 04 |
| 10 | Berlin | 250 00 | 2,995 75 | ..... | 3,743 60 | 6,989 35 | 6,982 27 | 7 08 |
| 11 | Bothwell | ..... | 125 00 | 28 05 | 128 78 | 281 83 | 175 73 | 106 10 |
| 12 | Bracebridge | 175 68 | 682 95 | 24 52 | 80 13 | 963 28 | 890 14 | 73 14 |
| 13 | Brampton | 236 10 | 1,000 00 | ..... | 142 21 | 1,378 31 | 1,351 30 | 27 01 |
| 14 | Brantford | 250 00 | 5,200 00 | 7 50 | 463 28 | 5,920 78 | 4,990 10 | 930 68 |
| 15 | Brighton | 80 37 | 195 00 | ..... | 10 00 | 285 37 | 283 21 | 2 16 |
| 16 | Brockville | 237 61 | 1,200 00 | 21 50 | 373 78 | 1,832 89 | 1,787 06 | 45 83 |
| 17 | Brussels | 62 00 | 316 25 | ..... | 242 94 | 621 19 | 328 27 | 292 92 |
| 18 | Burk's Falls | 18 38 | 275 00 | 4 25 | 34 28 | 331 91 | 279 98 | 51 93 |
| 19 | Caledon | 22 82 | 15 00 | ..... | 5 32 | 43 14 | 43 14 | ..... |
| 20 | Caledonia | ..... | 50 00 | ..... | ..... | 50 00 | 40 00 | 10 00 |
| 21 | Camden East | 15 67 | ..... | 25 | 87 14 | 103 06 | 97 35 | 5 71 |
| 22 | Cardinal | 34 62 | 150 00 | 1 50 | 37 23 | 223 35 | 195 54 | 27 81 |
| 23 | Carleton Place | 148 88 | 300 00 | ..... | 220 44 | 669 32 | 522 02 | 147 30 |
| 24 | Chatham | 250 00 | 1,733 04 | 55 25 | 740 84 | 2,779 13 | 2,017 05 | 762 08 |
| 25 | Chesley | 77 94 | 225 00 | 31 18 | 161 79 | 495 91 | 367 13 | 128 78 |
| 26 | Clifford | 77 50 | 100 00 | 12 30 | 6 86 | 196 66 | 182 06 | 14 60 |
| 27 | Clinton | 184 72 | 270 00 | ..... | 573 03 | 1,027 75 | 881 12 | 146 63 |
| 28 | Collingwood | 249 22 | 1,850 00 | ..... | 173 88 | 2,273 10 | 2,251 27 | 21 83 |
| 29 | Copper Cliff | 32 72 | 118 42 | 18 00 | 6 33 | 175 47 | 151 14 | 24 33 |
| 30 | Cornwall | 151 29 | 600 00 | ..... | 61 95 | 813 24 | 810 93 | 2 31 |
| 31 | Creemore | 14 10 | 25 00 | 1 25 | 12 45 | 52 80 | 44 22 | 8 58 |
| 32 | Delhi | 14 18 | 125 00 | 7 50 | 53 52 | 200 20 | 180 52 | 19 68 |
| 33 | Deseronto | 152 02 | 300 00 | ..... | 262 83 | 714 85 | 548 19 | 166 66 |
| 34 | Don | 24 70 | 25 00 | ..... | 50 86 | 100 56 | 98 37 | 2 19 |
| 35 | Drayton | 52 29 | 150 00 | 10 75 | 97 98 | 311 02 | 308 09 | 2 93 |
| 36 | Elmira | 85 48 | 275 00 | ..... | 132 53 | 493 01 | 334 83 | 158 18 |
| 37 | Elora | 84 70 | 355 24 | ..... | 48 72 | 488 66 | 464 10 | 24 56 |
| 38 | Erin | 25 87 | 70 00 | ..... | 5 20 | 101 07 | 100 32 | 75 |
| 39 | Essex | 74 55 | 343 00 | ..... | 23 91 | 441 46 | 440 46 | 1 00 |
| 40 | Exeter | 46 14 | 220 00 | 20 00 | 2 76 | 288 90 | 276 90 | 12 00 |
| 41 | Forest | 90 98 | 277 00 | ..... | 246 24 | 614 22 | 610 45 | 3 77 |
| 42 | Fort William | 200 00 | 1,500 00 | ..... | 431 83 | 2,131 83 | 2,131 83 | ..... |
| 43 | Galt | 250 00 | 2,232 00 | ..... | 177 90 | 2,659 90 | 2,417 63 | 242 27 |
| 44 | Garden Island | 141 69 | 250 00 | 33 25 | 186 55 | 611 49 | 443 94 | 167 55 |
| 45 | Georgetown | 81 46 | 200 00 | 5 00 | 138 04 | 424 50 | 324 03 | 100 47 |
| 46 | Glencoe | ..... | 125 00 | 15 50 | 11 51 | 152 01 | 152 01 | ..... |
| 47 | Goderich | 119 98 | 895 00 | ..... | 378 99 | 1,393 97 | 1,089 79 | 304 18 |
| 48 | Grand Valley | 71 52 | 207 79 | ..... | 86 27 | 365 58 | 307 18 | 58 40 |
| 49 | Grantham (St. Catharines) | 59 56 | 50 00 | ..... | 85 26 | 194 82 | 141 75 | 53 07 |
| 50 | Grimsby | 132 22 | 400 00 | 1 00 | 67 70 | 600 92 | 487 12 | 113 80 |
| 51 | Guelph | 250 00 | 2,500 00 | ..... | 441 33 | 3,191 33 | 2,977 46 | 213 87 |
| 52 | Hagersville | 31 44 | ..... | 10 10 | 97 85 | 139 39 | 139 39 | ..... |
| 53 | Hamilton | 250 00 | 18,750 00 | ..... | 2,924 39 | 21,924 39 | 19,712 74 | 2,211 65 |
| 54 | Hanover | 51 99 | 495 00 | 16 51 | 163 69 | 727 19 | 561 98 | 165 21 |
| 55 | Harriston | 68 38 | 225 00 | 6 00 | 5,566 92 | 5,866 30 | 5,810 33 | 55 97 |
| 56 | Hensall | 60 00 | 90 00 | 36 75 | 53 82 | 240 57 | 200 89 | 39 68 |

LIBRARIES

and Circulation, etc., of FREE Public Libraries for the year ending 31st December, 1909,

| Number. | Maintenance. | | Number of Members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, Light and Heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 1 | ..... | 77 75 | 242 | 2,789 | 5,676 | ..... | 3,110 06 | ..... | 1,876 |
| 2 | ..... | 30 00 | 172 | 2,932 | 3,401 | ..... | 2,603 03 | ..... | * |
| 3 | 60 30 | 174 33 | 512 | 4,922 | 13,144 | 30 | 10,205 24 | ..... | 2,650 |
| 4 | 23 10 | 20 00 | 120 | 4,687 | 3,100 | ..... | 4,974 00 | ..... | 500 |
| 5 | ..... | 75 00 | 319 | 2,817 | 4,956 | ..... | 1,381 09 | ..... | 4,250 |
| 6 | 31 22 | 85 00 | 456 | 3,334 | 7,476 | 14 | 3,880 61 | 841 50 | 2,000 |
| 7 | 65 00 | 102 00 | 526 | 5,433 | 11,910 | 34 | 4,968 57 | ..... | 2,258 |
| 8 | 53 50 | 75 00 | 309 | 3,498 | 6,495 | 22 | 2,024 34 | 9 75 | 833 |
| 9 | 450 91 | 936 00 | 3,091 | 7,944 | 36,833 | 54 | 45,019 04 | ..... | 10,015 |
| 10 | 493 75 | 1,671 00 | 1,632 | 10,026 | 42,370 | 112 | 41,432 52 | ..... | 13,664 |
| 11 | ..... | 62 00 | 160 | 2,163 | 4,080 | ..... | 1,831 10 | ..... | 719 |
| 12 | 147 58 | 400 00 | 654 | 4,554 | 13,534 | 25 | 13,658 27 | ..... | 3,120 |
| 13 | 415 92 | 286 00 | 637 | 5,296 | 17,760 | 38 | 16,300 01 | ..... | 3,400 |
| 14 | 625 25 | 2,414 51 | 4,765 | 22,903 | 101,362 | 96 | 56,980 68 | ..... | 20,711 |
| 15 | 49 00 | 108 65 | 350 | 3,531 | 5,307 | 27 | 1,764 66 | 8 33 | 1,375 |
| 16 | 208 85 | 675 55 | 2,460 | 11,841 | 30,321 | 64 | 23,245 83 | 89 42 | 9,275 |
| 17 | 33 41 | 99 75 | 203 | 3,787 | 4,273 | 27 | 2,795 77 | ..... | 1,400 |
| 18 | 186 00 | ..... | 335 | 2,158 | 3,232 | 15 | 1,166 93 | ..... | 1,000 |
| 19 | 2 00 | 3 75 | 125 | 3,761 | 2,162 | 1 | 2,861 26 | ..... | 600 |
| 20 | ..... | 30 00 | 200 | 2,855 | * | ..... | 1,560 00 | ..... | 1,100 |
| 21 | 31 85 | 35 50 | 209 | 1,991 | 4,458 | 10 | 1,107 28 | 177 79 | * |
| 22 | 53 74 | 65 00 | 199 | 5,010 | 3,703 | 10 | 1,157 81 | ..... | 1,171 |
| 23 | ..... | 207 00 | 330 | 5,197 | 7,185 | 28 | 3,847 30 | ..... | 4,014 |
| 24 | 339 82 | 940 00 | 2,101 | 7,303 | 28,742 | 42 | 28,505 71 | ..... | 10,220 |
| 25 | 60 00 | 85 00 | 275 | 2,651 | 5,968 | 18 | 1,178 78 | ..... | ..... |
| 26 | ..... | 25 00 | 304 | 4,455 | 2,969 | ..... | 2,596 49 | ..... | 598 |
| 27 | 172 57 | 239 98 | 501 | 5,966 | 16,935 | 41 | 14,046 63 | ..... | 2,575 |
| 28 | 354 26 | 777 25 | 661 | 6,718 | 18,591 | 38 | 23,983 74 | 97 32 | 7,000 |
| 29 | ..... | 50 00 | 187 | 881 | 5,040 | ..... | 685 08 | ..... | 2,300 |
| 30 | 159 01 | 283 90 | 1,013 | 4,630 | 18,044 | 50 | 12,653 27 | 142 46 | 7,000 |
| 31 | 25 00 | ..... | 100 | 1,262 | 649 | ..... | 508 58 | ..... | 616 |
| 32 | 125 00 | ..... | 119 | 1,966 | 2,311 | 14 | 1,634 11 | ..... | * |
| 33 | 144 73 | 143 00 | 530 | 5,600 | 18,877 | 31 | 3,638 66 | ..... | 3,000 |
| 34 | ..... | 35 00 | 36 | 1,172 | 628 | ..... | 1,039 39 | ..... | 190 |
| 35 | 27 69 | 80 00 | 347 | 3,010 | 2,864 | 14 | 1,877 93 | 19 75 | 857 |
| 36 | 26 95 | ..... | 203 | 2,949 | 3,666 | 24 | 2,450 87 | 79 58 | 1,642 |
| 37 | 170 50 | 94 75 | 388 | 8,261 | 13,660 | 19 | 7,524 56 | ..... | 1,164 |
| 38 | ..... | 30 00 | 168 | 2,300 | 3,782 | ..... | 1,686 21 | ..... | 510 |
| 39 | 160 47 | 100 00 | 276 | 2,637 | 5,371 | 22 | 3,083 00 | ..... | 1,275 |
| 40 | ..... | 105 00 | 333 | 4,788 | 7,493 | 25 | 2,537 00 | ..... | 1,790 |
| 41 | 147 07 | 100 00 | 447 | 4,409 | 12,831 | 18 | 3,753 77 | 41 53 | 1,450 |
| 42 | ..... | 555 50 | 1,229 | 4,582 | 23,277 | 46 | 4,640 17 | 61 49 | 19,194 |
| 43 | 353 24 | 826 06 | 3,298 | 8,162 | 46,365 | 70 | 34,242 27 | 1,000 00 | 9,453 |
| 44 | 129 15 | 75 00 | 115 | 5,895 | 1,018 | 32 | 4,707 65 | ..... | 175 |
| 45 | 37 30 | 100 00 | * ..... | 3,174 | 9,411 | 22 | 2,725 47 | ..... | 1,522 |
| 46 | ..... | 114 70 | 115 | 2,718 | 1,508 | ..... | 1,200 62 | 4 67 | 1,000 |
| 47 | 243 97 | 330 00 | 750 | 5,021 | 17,761 | 41 | 12,204 18 | ..... | 4,551 |
| 48 | 84 00 | 40 00 | 216 | 2,977 | 4,010 | 20 | 2,008 40 | ..... | 900 |
| 49 | 12 00 | 24 00 | 182 | 2,907 | 1,629 | ..... | 1,923 07 | ..... | 2,173 |
| 50 | 111 51 | 159 00 | * ..... | 5,000 | 18,609 | 31 | 4,213 80 | ..... | 1,400 |
| 51 | 492 17 | 755 11 | 1,769 | 14,804 | 48,415 | 73 | 38,513 87 | ..... | 14,060 |
| 52 | 82 50 | ..... | 66 | 2,140 | 4,550 | 3 | 1,400 00 | 27 50 | 1,048 |
| 53 | 1,901 78 | 7,202 62 | 21,024 | 40,868 | 225,109 | 361 | 86,891 98 | 25,000 00 | 70,308 |
| 54 | 164 47 | 101 75 | 300 | 1,488 | 3,726 | 25 | 1,334 10 | ..... | 2,300 |
| 55 | 325 00 | 102 00 | 470 | 3,296 | 8,259 | 35 | 12,055 97 | ..... | 2,000 |
| 56 | ..... | 75 00 | 239 | 1,839 | 3,599 | ..... | 1,511 89 | ..... | 825 |

*Not reported.

FREE LIBRA-

TABLE A.—Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities, Books

| Number. | Free Libraries. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 57 | Hespeller | 137 13 | 350 00 | ..... | 97 05 | 584 18 | 414 80 | 169 38 |
| 58 | Ingersoll | 136 35 | 700 00 | ..... | 186 68 | 1,023 03 | 847 14 | 175 89 |
| 59 | Kemptville | 148 77 | 318 00 | ..... | 23 17 | 489 94 | 480 20 | 9 74 |
| 60 | Kincardine | 102 75 | 525 00 | ..... | 504 78 | 1,132 53 | 1,097 28 | 35 25 |
| 61 | Kingsville | 98 88 | 300 00 | ..... | 24 00 | 422 88 | 358 37 | 64 51 |
| 62 | Lakefield | 72 60 | 100 00 | 2 00 | 5 94 | 180 54 | 180 21 | 33 |
| 63 | Lanark | 23 72 | 121 00 | ..... | 3 73 | 148 45 | 131 98 | 16 47 |
| 64 | Lancaster | 4 44 | 50 00 | ..... | 8 66 | 63 10 | 62 06 | 1 04 |
| 65 | Leamington | 163 56 | 300 00 | ..... | 87 20 | 550 76 | 372 15 | 178 61 |
| 66 | Lindsay | 238 44 | 1,252 20 | ..... | 359 67 | 1,850 31 | 1,514 84 | 335 47 |
| 67 | Listowel | 165 01 | 500 00 | 60 28 | 57 86 | 783 15 | 749 99 | 33 16 |
| 68 | Little Current | ..... | ..... | ..... | 15 00 | 15 00 | 9 00 | 6 00 |
| 69 | London | 250 00 | 10,682 00 | ..... | 848 56 | 11,780 56 | 11,704 84 | 75 72 |
| 70 | Markdale | 64 84 | 156 85 | 2 50 | 55 14 | 279 33 | 277 58 | 1 75 |
| 71 | Merrickville | ..... | 200 00 | 6 25 | 129 28 | 335 53 | 259 20 | 76 33 |
| 72 | Merritton | 30 16 | 125 00 | ..... | 84 23 | 239 39 | 81 15 | 158 24 |
| 73 | Midland | 174 37 | 375 00 | ..... | 152 73 | 702 10 | 665 06 | 37 04 |
| 74 | Millbrook | 94 78 | 175 00 | ..... | 116 20 | 385 98 | 366 26 | 19 72 |
| 75 | Milverton | 27 32 | 100 00 | ..... | 75 61 | 202 93 | 92 22 | 110 71 |
| 76 | Mitchell | 96 33 | 335 00 | 2 30 | 4,609 15 | 5,042 78 | 3,629 54 | 1,413 24 |
| 77 | Mount Forest | 50 34 | 372 00 | ..... | 267 93 | 690 27 | 270 15 | 420 12 |
| 78 | Newmarket | 88 26 | 275 00 | 10 20 | 35 15 | 408 61 | 399 87 | 8 74 |
| 79 | Niagara Falls | 250 00 | 1,500 00 | 65 00 | 196 00 | 2,011 00 | 1,782 50 | 228 50 |
| 80 | North Bay | 94 94 | 250 00 | ..... | 64 87 | 409 81 | 347 43 | 62 38 |
| 81 | Orangeville | 126 21 | 827 35 | ..... | 379 02 | 1,332 58 | 1,066 33 | 266 25 |
| 82 | Oshawa | 91 56 | 1,175 00 | 17 00 | 337 69 | 1,621 25 | 1,322 37 | 298 88 |
| 83 | Ottawa | 250 00 | 10,000 00 | ..... | 6,744 63 | 16,994 63 | 16,930 90 | 63 73 |
| 84 | Paisley | 90 74 | 200 00 | 27 25 | 3 59 | 321 58 | 321 15 | 43 |
| 85 | Palmerston | 83 14 | 360 00 | ..... | 554 11 | 997 25 | 985 43 | 11 82 |
| 86 | Paris | 159 16 | 800 00 | ..... | 271 51 | 1,230 67 | 1,030 86 | 199 81 |
| 87 | Parkhill | 53 35 | ..... | ..... | 73 71 | 127 06 | 43 75 | 83 31 |
| 88 | Parry Sound | 25 52 | 400 00 | 48 00 | 213 07 | 686 59 | 620 48 | 66 11 |
| 89 | Pembroke | 250 00 | 761 98 | ..... | 1,663 01 | 2,674 99 | 1,853 07 | 821 92 |
| 90 | Penetanguishene | 115 56 | 560 00 | 35 50 | 117 34 | 828 40 | 645 95 | 182 45 |
| 91 | Perth | 159 51 | 950 00 | 9 00 | 344 90 | 1,463 41 | 1,296 85 | 166 56 |
| 92 | Picton | 250 00 | 868 09 | 19 00 | 381 35 | 1,518 44 | 1,350 54 | 167 90 |
| 93 | Port Carling | 38 70 | 122 74 | 8 70 | 8 12 | 178 26 | 177 76 | 50 |
| 94 | Port Colborne | 67 94 | 100 00 | ..... | 104 10 | 272 04 | 150 87 | 121 17 |
| 95 | Port Elgin | 118 22 | 495 59 | 14 00 | 254 83 | 882 64 | 866 97 | 15 67 |
| 96 | Port Rowan | ..... | 50 00 | 2 90 | 20 02 | 72 92 | 55 00 | 17 92 |
| 97 | Prescott | 117 44 | 300 00 | ..... | 59 63 | 477 07 | 432 91 | 44 16 |
| 98 | Preston | 138 49 | 941 00 | ..... | 5,129 76 | 6,209 25 | 5,227 27 | 981 98 |
| 99 | Rat Portage (Kenora) | 122 98 | 724 74 | ..... | 163 27 | 1,010 99 | 815 97 | 195 02 |
| 100 | Renfrew | 109 76 | 300 00 | ..... | 64 95 | 474 71 | 179 79 | 294 92 |
| 101 | Richmond Hill | 57 98 | 100 00 | 50 | 40 80 | 199 28 | 199 28 | ..... |
| 102 | Ridgeway | 46 27 | 25 00 | 32 33 | 1,215 56 | 1,319 16 | 1,318 67 | 49 |
| 103 | Sarnia | 250 00 | 2,164 49 | ..... | 539 43 | 2,953 92 | 2,355 20 | 598 72 |
| 104 | Seaforth | 148 74 | 420 00 | 11 75 | 175 95 | 756 44 | 661 69 | 94 75 |
| 105 | Shelburne | 101 14 | 200 00 | ..... | 118 36 | 419 50 | 287 28 | 132 22 |
| 106 | Simcoe | 250 00 | 614 82 | ..... | 282 26 | 1,147 08 | 967 00 | 180 08 |
| 107 | Smith's Falls | 247 00 | 1,300 00 | 176 29 | 19 17 | 1,742 46 | 1,533 38 | 209 08 |
| 108 | Stayner | 15 50 | 75 00 | 5 89 | 4 26 | 100 65 | 100 65 | ..... |
| 109 | Stirling | 44 35 | 100 00 | 4 50 | 152 90 | 301 75 | 240 49 | 61 26 |
| 110 | Stouffville | 94 96 | 170 00 | 8 40 | 69 43 | 342 79 | 303 66 | 39 13 |
| 111 | Stratford | 250 00 | 1,500 00 | 8 00 | 820 94 | 2,578 94 | 2,491 78 | 87 16 |
| 112 | Streetsville | 66 14 | 150 00 | ..... | 98 63 | 314 77 | 260 69 | 54 08 |

RIES—Continued.

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1909.—Continued.

| Number. | Maintenance. | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 57 | ..... | 200 00 | 492 | 4,015 | 9,814 | 26 | 2,919 38 | ..... | 2,522 |
| 58 | 225 10 | 250 00 | 1,000 | 5,359 | 18,897 | 25 | 2,675 89 | ..... | 5,063 |
| 59 | 79 05 | 95 00 | 359 | 2,408 | 8,741 | 35 | 2,005 10 | 15 00 | 1,199 |
| 60 | 84 13 | 299 30 | 332 | 3,870 | 10,082 | 24 | 8,060 25 | 203 17 | 2,767 |
| 61 | 81 69 | 122 00 | 224 | 2,623 | 3,829 | 224 | 1,814 51 | 60 00 | 1,771 |
| 62 | ..... | 50 00 | 175 | 1,735 | 2,576 | 18 | 710 33 | ..... | 1,453 |
| 63 | 5 40 | 50 00 | 164 | 2,002 | 2,959 | ..... | 1,501 85 | ..... | 707 |
| 64 | 14 00 | 26 00 | 178 | 3,667 | 2,084 | 13 | 5,051 04 | ..... .... | 631 |
| 65 | 80 00 | 155 00 | 510 | 2,835 | 9,393 | 36 | 2,228 61 | ..... | 2,500 |
| 66 | 232 17 | 577 92 | 995 | 4,960 | 21,115 | 65 | 17,087 97 | 222 86 | 7,681 |
| 67 | 157 01 | 250 00 | 550 | 3,652 | 7,715 | 22 | 11,987 13 | ..... | 2,525 |
| 68 | ..... | ..... | ..... | 1,100 | ..... | ..... | 506 00 | ..... | 1,145 |
| 69 | 736 22 | 3,810 00 | 5,242 | 24,580 | 132,851 | 184 | 75,804 79 | 29,000 00 | 49,507 |
| 70 | ..... | 80 00 | 177 | 3,443 | 3,747 | 18 | 3,001 75 | 5 90 | 1,000 |
| 71 | 84 00 | 50 00 | 166 | 3,042 | 3,956 | ..... | 2,576 33 | ..... | 953 |
| 72 | ..... | 72 00 | 504 | 2,266 | 5,040 | ..... | 1,716 92 | ..... | 1,551 |
| 73 | 113 40 | 123 00 | 764 | 3,991 | 13,135 | 38 | 2,330 04 | ..... | 4,500 |
| 74 | 59 90 | 60 00 | 277 | 2,153 | 6,571 | 23 | 1,794 72 | 200 00 | 833 |
| 75 | ..... | 60 00 | 181 | 2,707 | 3,223 | 8 | 8,990 43 | 900 00 | 871 |
| 76 | 102 00 | 150 00 | 240 | 4,615 | 10,541 | 22 | 10,376 14 | ..... | 1,862 |
| 77 | 100 00 | 30 00 | 185 | 3,424 | 3,483 | 12 | 3,898 29 | ..... | 2,221 |
| 78 | 107 20 | 105 00 | 848 | 2,909 | 12,135 | 27 | 1,566 49 | ..... | 3,300 |
| 79 | 399 00 | 767 00 | 1,398 | 6,186 | 25,496 | 41 | 25,078 50 | ..... | 10,000 |
| 80 | ..... | 100 00 | 463 | 2,832 | 6,859 | 14 | 2,276 83 | ..... | 6,166 |
| 81 | 161 30 | 300 00 | 588 | 3,989 | 9,812 | 40 | 17,566 25 | ..... | 2,537 |
| 82 | 302 75 | 380 69 | 604 | 3,654 | 11,206 | 39 | 5,298 88 | ..... | 6,000 |
| 83 | 1,775 00 | 7,301 04 | 19,500 | 38,360 | 242,397 | 126 | 195,400 00 | 83,000 00 | * |
| 84 | 14 00 | 130 70 | 219 | 5,065 | 6,993 | 19 | 3,400 43 | ..... | 819 |
| 85 | 203 11 | 310 95 | 453 | 2,407 | 7,610 | 22 | 13,761 82 | 150 00 | 1,748 |
| 86 | 244 57 | 330 00 | 1,140 | 8,386 | 12,382 | 41 | 14,199 81 | ..... | 3,848 |
| 87 | ..... | 37 50 | 395 | 2,434 | 2,657 | ..... | 1,453 31 | ..... | 1,575 |
| 88 | 107 74 | 80 00 | 275 | 2,276 | 4,250 | ..... | 1,716 11 | 18 00 | 4,000 |
| 89 | 140 47 | 300 00 | 952 | 1,368 | 16,693 | 32 | 1,696 92 | 42 70 | 5,800 |
| 90 | 175 37 | 150 00 | 466 | 4,848 | 7,957 | 14 | 4,782 45 | ..... | 3,370 |
| 91 | 321 85 | 340 20 | 799 | 3,083 | 15,611 | 32 | 15,162 77 | 25 00 | 3,700 |
| 92 | 123 51 | 511 25 | 1,202 | 4,658 | 22,265 | 48 | 16,404 15 | ..... | 3,761 |
| 93 | ..... | 85 00 | 155 | 1,865 | 1,637 | 14 | 825 50 | 2 73 | 418 |
| 94 | ..... | 60 00 | 467 | 2,508 | 5,786 | ..... | 1,847 55 | ..... | 1,475 |
| 95 | 250 00 | 330 00 | 312 | 3,778 | 8,401 | 22 | 11,315 67 | ..... | 1,365 |
| 96 | 35 00 | 20 00 | * | 2,021 | 1,717 | ..... | * | 248 00 | 800 |
| 97 | ..... | 150 00 | 630 | 6,131 | 12,031 | 23 | 5,324 16 | ..... | 3,074 |
| 98 | 60 64 | 200 00 | 664 | 7,329 | 10,633 | 33 | 8,386 98 | ..... | 3,300 |
| 99 | 382 45 | * | 203 | 3,543 | 7,619 | ..... | 3,682 04 | ..... | 6,041 |
| 100 | 60 00 | 38 15 | 286 | 4,002 | 7,626 | ..... | 4,139 92 | 116 61 | 3,553 |
| 101 | ..... | 85 00 | 145 | 3,592 | 2,850 | 18 | 1,640 00 | ..... | 707 |
| 102 | ..... | 42 75 | 222 | 1,669 | 3,052 | ..... | 2,292 78 | ..... | 681 |
| 103 | 302 86 | 1,035 00 | 3,656 | 7,426 | 26,748 | 69 | 28,085 44 | ..... | * |
| 104 | ..... | 180 00 | 487 | 5,513 | 12,961 | 23 | 2,194 75 | ..... | 2,145 |
| 105 | ..... | 81 00 | 196 | 3,075 | 4,691 | 27 | 2,375 00 | ..... | 1,200 |
| 106 | 52 35 | 260 00 | 992 | 7,733 | 15,855 | 43 | 8,180 08 | ..... | 3,485 |
| 107 | 266 23 | 563 25 | 565 | 2,060 | 20,940 | 28 | 2,080 08 | ..... | 8,653 |
| 108 | ..... | 60 00 | 325 | 2,039 | 4,740 | ..... | 1,450 93 | ..... | 1,100 |
| 109 | ..... | 90 00 | 258 | 1,131 | 3,436 | ..... | 653 51 | ..... | 945 |
| 110 | 9 75 | 125 00 | 369 | 4,777 | 9,395 | 33 | 4,739 13 | ..... | 1,050 |
| 111 | 300 36 | 690 34 | 1,596 | 9,860 | 41,001 | 53 | 19,704 16 | ..... | 14,779 |
| 112 | 28 01 | ..... | 774 | 3,003 | 4,620 | 21 | 3,094 08 | 155 00 | 600 |

*Not reported.

FREE LIBRA-

TABLE A.—Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities, Books

| Number. | Free Libraries. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 113 | St. Catharines ... | 250 00 | 2,500 00 | ..... | 387 90 | 3,137 90 | 2,913 83 | 224 07 |
| 114 | St. Mary's..... | 156 31 | 750 00 | ..... | 183 42 | 1,089 73 | 986 76 | 102 97 |
| 115 | St. Thomas..... | 250 00 | 2,700 00 | 82 15 | 521 63 | 3,553 78 | 2,722 36 | 831 42 |
| 116 | Tara ..... | 86 70 | 125 00 | 19 10 | 71 68 | 302 48 | 213 96 | 88 52 |
| 117 | Thornloe (New Liskeard) ..... | 188 76 | 350 00 | ..... | 20 26 | 559 02 | 515 13 | 43 89 |
| 118 | Thorold ..... | 28 96 | 400 00 | ..... | 8 47 | 437 43 | 377 39 | 60 04 |
| 119 | Toronto ..... | 250 00 | 56,950 00 | ..... | 17,317 62 | 74,517 62 | 61,662 14 | 12,855 48 |
| 120 | Trenton ..... | 54 46 | 300 00 | ..... | 14 85 | 369 31 | 298 60 | 70 71 |
| 121 | Uxbridge ..... | 93 82 | 250 00 | 30 97 | 191 61 | 566 40 | 566 40 | ..... |
| 122 | Walkerville ..... | 250 00 | 2,351 08 | 38 82 | 1,555 25 | 4,195 15 | 2,365 01 | 1,830 14 |
| 123 | Wallaceburg..... | 110 54 | 627 34 | ..... | 390 22 | 1,128 10 | 689 63 | 438 47 |
| 124 | Waterloo ..... | 250 00 | 1,020 23 | ..... | 106 93 | 1,377 16 | 1,377 16 | ..... |
| 125 | Watford..... | 64 17 | 183 50 | ..... | 107 63 | 355 30 | 336 83 | 18 47 |
| 126 | Westford..... | 30 04 | 25 00 | ..... | 1 16 | 56 20 | 56 09 | 11 |
| 127 | Wiarton..... | 107 49 | 215 00 | ..... | 77 02 | 399 51 | 347 38 | 52 13 |
| 128 | Windsor..... | 250 00 | 4,066 00 | ..... | 343 16 | 4,659 16 | 4,648 49 | 10 67 |
| 129 | Wingham..... | 129 90 | 416 82 | 116 06 | 37 | 663 15 | 663 05 | 10 |
| 130 | Woodstock..... | 250 00 | 2,300 00 | ..... | 171 71 | 2,721 71 | 2,720 25 | 1 46 |
| 131 | Wroxeter..... | 65 76 | 120 00 | 15 35 | 68 57 | 269 68 | 206 87 | 62 81 |
| | Totals.....$ | 15,313 41 | 171,901 76 | 1,349 85 | 70,550 88 | 259,115 90 | 225,742 72 | 33,373 18 |

## DESCRIPTIONS OF PUBLIC LIBRARIES

Which have appeared in previous Reports, showing the Year and Page of Report.

| *Name of Library.* | *Year.* | *Page.* |
|---|---|---|
| Belleville | 1908 | 163 |
| Brampton | 1907 | 323 |
| Bracebridge | 1907 | 308 |
| Burlington | 1907 | 312 |
| Brantford | 1906 | 247–51 |
| Brockville | 1906 | 252 |
| Berlin | 1906 | 242 |
| Chatham | 1906 | 256 |
| Collingwood | 1906 | 259 |
| Cornwall | 1906 | 262 |
| Elora | 1909 | 407 |
| Goderich | 1906 | 226 |
| Galt | 1906 | 267 |
| Guelph | 1906 | 270 |
| Hamilton | 1906 | 275 |
| Harriston | 1909 | 411 |
| Lindsay | 1906 | 276 |
| London | 1906 | 279 |
| Napanee | 1908 | 170 |
| Niagara | 1909 | 415–16 |

RIES—Concluded.

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1909.—Concluded.

| Number. | Maintenance. Rent, light and heating. | Maintenance. Salaries. | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population. |
|---|---|---|---|---|---|---|---|---|---|
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 113 | 418 74 | 1,523 42 | 2,500 | 11,295 | 43,238 | 53 | 41,024 07 | ..... | 12,307 |
| 114 | 186 29 | 385 00 | 610 | 6,896 | 22,285 | 38 | 12,402 97 | ..... | 3,750 |
| 115 | 467 65 | 1,207 96 | 1,501 | 9,554 | 39,461 | 70 | 34,899 03 | ..... | 15,500 |
| 116 | ..... | 85 00 | 124 | 1,973 | 1,138 | 11 | 2,216 52 | ..... | 549 |
| 117 | ..... | 119 50 | 282 | 2,468 | 4,637 | ..... | 1,457 74 | ..... | 1,960 |
| 118 | 115 36 | 146 00 | 570 | 5,867 | 7,557 | 15 | 5,847 67 | ..... | 2,064 |
| 119 | 6,226 39 | 26,558 99 | 72,758 | 174,675 | 537,443 | 896 | 787,671 21 | 45,792 56 | 300,000 |
| 120 | 45 90 | 96 00 | 413 | 1,316 | 3,145 | 11 | * | ..... | 4,500 |
| 121 | 200 45 | 150 00 | 750 | 7,147 | 8,594 | 29 | 9,250 00 | 6 77 | 1,644 |
| 122 | 395 97 | 485 00 | 660 | 3,450 | 18,167 | 44 | 8,280 51 | ..... | 3,067 |
| 123 | 127 40 | 241 25 | 551 | 4,471 | 16,232 | 35 | 3,504 25 | ..... | 4,000 |
| 124 | 164 90 | 461 00 | 619 | 9,150 | 14,196 | 60 | 9,242 58 | ..... | 4,560 |
| 125 | 93 70 | 100 00 | 311 | 3,219 | 5,621 | 25 | 1,618 47 | ..... | 1,296 |
| 126 | 99 | ..... | 101 | 1,760 | 248 | ..... | 1,402 83 | ..... | 176 |
| 127 | 63 28 | 111 00 | 125 | 2,240 | 2,852 | 16 | 3,230 13 | ..... | 2,414 |
| 128 | 566 16 | 1,659 76 | 1,614 | 17,906 | 50,965 | 85 | 49,275 75 | 157 59 | 16,142 |
| 129 | 110 00 | 170 00 | 533 | 4,335 | 10,184 | 56 | 2,760 10 | ..... | 2,351 |
| 130 | 264 82 | 789 00 | 1,728 | 8,428 | 34,430 | 53 | 28,152 09 | 4,450 81 | 9,243 |
| 131 | 10 00 | 50 00 | 206 | 4,767 | 3,064 | ..... | 4,666 81 | ..... | 409 |
| | 26,217 13 | 77,072 39 | 196,034 | 844,133 | 2,641,676 | 4,914 | 2,176,549 40 | 192,373 79 | 850,116 |

*Not reported.

## DESCRIPTIONS OF PUBLIC LIBRARIES—Concluded

Which have appeared in previous Reports, showing the Year and Page of Report

| *Name of Library.* | *Year.* | *Page.* |
|---|---|---|
| Ottawa | 1906 | 284 |
| | 1909 | 416 |
| Orangeville | 1907 | 314 |
| Odessa | 1909 | 417 |
| Paris | 1906 | 288 |
| Penetanguishene | 1909 | 417 |
| Picton | 1907 | 302 |
| | 1908 | 150 |
| Perth | 1907 | 319 |
| St. Catharines | 1906 | 229 |
| Sarnia | 1906 | 291 |
| Smith's Falls | 1906 | 297 |
| St. Mary's | 1906 | 298 |
| St. Thomas | 1906 | 301 |
| Stratford | 1906 | 308 |
| Streetsville | 1907 | 301 |
| Uxbridge | 1907 | 305 |
| Wardsville | 1909 | 418 |
| Waterloo | 1906 | 312 |
| Windsor | 1906 | 316 |
| Wallaceburg | 1907 | 327 |

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and
for the year ending

| Number. | PUBLIC LIBRARY ASSOCIATIONS. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | Abingdon | ..... | ..... | ..... | 13 62 | 13 62 | 4 00 | 9 62 |
| 2 | Admaston | 14 53 | 10 00 | 3 50 | 34 40 | 62 43 | 43 49 | 18 94 |
| 3 | Alliston | 2 44 | ..... | 25 21 | 44 37 | 72 02 | 72 02 | ..... |
| 4 | Alma | 32 38 | 21 00 | 14 00 | 36 36 | 103 74 | 82 22 | 21 52 |
| 5 | Almonte | 38 28 | 19 00 | 100 00 | 90 41 | 247 69 | 178 90 | 68 79 |
| 6 | Angus | ..... | ..... | 56 50 | 5 82 | 62 32 | 27 07 | 35 25 |
| 7 | Arkona | 23 04 | 25 00 | 44 35 | 48 05 | 140 44 | 73 57 | 66 87 |
| 8 | Arthur | 86 53 | 200 00 | 42 60 | 141 54 | 470 67 | 470 67 | ..... |
| 9 | Atwood | ..... | 20 00 | 13 40 | 15 18 | 48 58 | 42 20 | 6 38 |
| 10 | Auburn | 28 17 | 40 00 | 33 60 | 75 70 | 177 47 | 138 94 | 38 53 |
| 11 | Badjeros | ..... | ..... | 3 75 | 11 25 | 15 00 | 15 00 | ..... |
| 12 | Barrie | 65 97 | 250 00 | 233 00 | 126 98 | 675 95 | 665 65 | 10 30 |
| 13 | Bath | 93 97 | ..... | 43 25 | 110 67 | 247 89 | 169 70 | 78 19 |
| 14 | Bayham | ..... | ..... | 5 50 | 1 25 | 6 75 | 6 75 | ..... |
| 15 | Baysville | 16 42 | ..... | 8 00 | 23 01 | 47 43 | 40 81 | 6 62 |
| 16 | Beachville | 39 16 | 50 00 | 15 75 | 57 92 | 162 83 | 104 94 | 57 89 |
| 17 | Beamsville | 43 32 | 25 00 | 81 75 | 289 51 | 439 58 | 240 84 | 198 74 |
| 18 | Beaverton | 30 60 | 50 00 | 24 05 | 74 25 | 178 90 | 177 27 | 1 63 |
| 19 | Beeton | ..... | ..... | ..... | 61 61 | 61 61 | 50 00 | 10 61 |
| 20 | Belfountain | 5 70 | 20 00 | ..... | 16 15 | 41 85 | 37 90 | 3 95 |
| 21 | Belmont | 18 00 | ..... | 15 50 | 17 90 | 51 40 | 35 00 | 16 40 |
| 22 | Belwood | 53 25 | 30 00 | 26 50 | 3 02 | 112 77 | 107 28 | 5 49 |
| 23 | Blenheim | 84 99 | 190 00 | 135 35 | 71 68 | 482 02 | 482 02 | ..... |
| 24 | Bloomsburg | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Blyth | ..... | 20 00 | 15 05 | 140 41 | 175 46 | 25 00 | 150 46 |
| 26 | Bobcaygeon | 91 30 | 75 00 | 60 90 | 93 81 | 321 01 | 257 97 | 63 04 |
| 27 | Bolton | 73 95 | 75 00 | 64 50 | 3 91 | 217 36 | 217 16 | 20 |
| 28 | Bowmanville | 37 69 | 125 00 | 113 00 | 286 19 | 561 88 | 460 15 | 101 73 |
| 29 | Bracondale | 116 24 | ..... | 43 10 | 37 06 | 196 40 | 183 25 | 13 15 |
| 30 | Bradford | ..... | 25 00 | 41 30 | 14 10 | 80 40 | 77 14 | 3 26 |
| 31 | Bridgeburg | ..... | 100 00 | 38 00 | 27 73 | 165 73 | 159 58 | 6 15 |
| 32 | Brooklin | 46 81 | 30 00 | 30 50 | 45 48 | 152 79 | 39 17 | 113 62 |
| 33 | Brownsville | 32 46 | 100 00 | 45 15 | 52 75 | 230 36 | 161 36 | 69 00 |
| 34 | Brucefield | 53 62 | 40 00 | 44 70 | 23 43 | 161 75 | 134 29 | 27 46 |
| 35 | Bunyan | 29 46 | ..... | 3 75 | 32 05 | 65 26 | 13 65 | 51 61 |
| 36 | Burford | 33 06 | ..... | 11 20 | 85 31 | 129 57 | 129 28 | 29 |
| 37 | Burlington | 49 30 | 150 00 | 95 00 | 351 61 | 645 91 | 449 05 | 196 86 |
| 38 | Cambray | 46 11 | 50 00 | 17 75 | 27 81 | 141 67 | 108 79 | 32 88 |
| 39 | Campbellford | 209 91 | 150 00 | 124 00 | 48 35 | 532 26 | 532 26 | ..... |
| 40 | Canfield | ..... | ..... | 17 00 | 15 57 | 32 57 | 31 25 | 1 32 |
| 41 | Cannington | 31 65 | 25 00 | 49 10 | 61 78 | 167 53 | 166 46 | 1 07 |
| 42 | Cargill | 68 40 | 35 00 | 26 75 | 112 22 | 242 37 | 197 42 | 44 95 |
| 43 | Carp | ..... | ..... | 18 75 | 43 05 | 61 80 | 39 19 | 22 61 |
| 44 | Chatsworth | 54 04 | ..... | 48 15 | 109 78 | 211 97 | 132 85 | 79 12 |
| 45 | Cheapside | 28 65 | ..... | 23 25 | 32 16 | 84 06 | 65 64 | 18 42 |
| 46 | Clarksburg | ..... | 25 00 | 38 50 | 17 | 63 67 | 52 96 | 10 71 |
| 47 | Claremont | 49 12 | 40 00 | 27 20 | 1 31 | 117 63 | 116 93 | 70 |
| 48 | Claude | ..... | ..... | 29 25 | 19 40 | 48 65 | 45 02 | 3 63 |
| 49 | Cobourg | 185 62 | 100 00 | 226 00 | 192 19 | 703 81 | 660 54 | 43 27 |
| 50 | Cockburn Island | ..... | ..... | 4 50 | 5 50 | 10 00 | 10 00 | ..... |
| 51 | Colborne | 14 73 | ..... | 28 00 | 25 37 | 68 10 | 60 85 | 7 25 |
| 52 | Coldstream | 32 74 | 10 00 | 22 72 | 51 07 | 116 53 | 85 41 | 31 12 |
| 53 | Comber | 3 60 | 50 00 | 47 05 | 242 21 | 342 86 | 239 86 | 103 00 |
| 54 | Cookstown | ..... | 10 00 | 35 25 | 6 91 | 52 16 | 49 23 | 2 93 |
| 55 | Copleston | ..... | ..... | 6 70 | .... .... | 6 70 | 6 70 | ..... |

* Not reported.

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.

| Number. | Maintenance | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population as reported. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 1 | ..... | 4 00 | ..... | 304 | 283 | ..... | 194 37 | ..... | * |
| 2 | ..... | 15 00 | 119 | 1,309 | 548 | ..... | 678 94 | ..... | 2,644 |
| 3 | ..... | 49 21 | * | * | * | ..... | * | * | * |
| 4 | 6 00 | 20 00 | 107 | 1,507 | 801 | ..... | 846 88 | 6 00 | 250 |
| 5 | ..... | 57 50 | 100 | 3,757 | 2,151 | 15 | 4,164 37 | ..... | 218 |
| 6 | ..... | 25 00 | 121 | 682 | ..... | ..... | 458 73 | ..... | ..... |
| 7 | 32 27 | 15 00 | 146 | 2,476 | 977 | 8 | 1,329 43 | ..... | 490 |
| 8 | 185 00 | 45 00 | 154 | 3,605 | 1,763 | 6 | 2,464 64 | 34 49 | 1,200 |
| 9 | 10 00 | 25 00 | 41 | 1,481 | 2 095 | ..... | 1,056 38 | 42 20 | 750 |
| 10 | 25 00 | 30 00 | 104 | 1,283 | 1,521 | 6 | 905 99 | 55 00 | 300 |
| 11 | 15 00 | ..... | * | 661 | * | ..... | * | * | * |
| 12 | 81 55 | 240 00 | 252 | 6,132 | 11,910 | 24 | 5,359 30 | 350 00 | 6,736 |
| 13 | 50 00 | ..... | 78 | 925 | 3,910 | 14 | 684 24 | ..... | 390 |
| 14 | ..... | 6 75 | 18 | ..... | 199 | ..... | 375 00 | 5 25 | ..... |
| 15 | ..... | 8 00 | 60 | 546 | 545 | ..... | 351 62 | ..... | 200 |
| 16 | 3 00 | 36 00 | 101 | 1,341 | 1,095 | ..... | 1,051 85 | ..... | 400 |
| 17 | 82 86 | 41 25 | 121 | 3,515 | 3,599 | 6 | 2,943 75 | 2 80 | 967 |
| 18 | 115 25 | ..... | 180 | 1,688 | 1,688 | 24 | 1,422 11 | ..... | 966 |
| 19 | 50 00 | ..... | * | 1,810 | * | ..... | 1,010 61 | ..... | 759 |
| 20 | 19 00 | 12 00 | 20 | 1,417 | 778 | ..... | * | ..... | * |
| 21 | 25 00 | ..... | * | 1,226 | 838 | ..... | 1,102 74 | 25 00 | ..... |
| 22 | ..... | 25 00 | 52 | 2,009 | 2,672 | ..... | 1,672 85 | ..... | 228 |
| 23 | 86 00 | 130 00 | 188 | 4,411 | 7,100 | 23 | 3,510 00 | 2 34 | 1,650 |
| 24 | ..... | ..... | 25 | 195 | 66 | ..... | 55 00 | ..... | * |
| 25 | 25 00 | ..... | 104 | 2,476 | 980 | ..... | 909 18 | ..... | 885 |
| 26 | 72 70 | 50 00 | 129 | 2,688 | 3,548 | 19 | 2,571 04 | ..... | 1,003 |
| 27 | ..... | 89 50 | 129 | 2,763 | 3,572 | 21 | 1,934 89 | ..... | 624 |
| 28 | 125 00 | 126 00 | 129 | 3,760 | 4,350 | 20 | 3,701 73 | ..... | 2,761 |
| 29 | ..... | 40 00 | 234 | 1,954 | 4,972 | ..... | 1,404 52 | ..... | 4,000 |
| 30 | ..... | 30 00 | 121 | 2,489 | 1,776 | ..... | 1,960 66 | 20 00 | 1,041 |
| 31 | ..... | 57 50 | 135 | 1,473 | 2,964 | ..... | 1,206 15 | ..... | 1,700 |
| 32 | 2 92 | 25 00 | 160 | 2,208 | 2,747 | ..... | 1,543 62 | ..... | * |
| 33 | 13 84 | 56 25 | 136 | 522 | 1,997 | ..... | 483 93 | ..... | 250 |
| 34 | ..... | 25 00 | 109 | 1,315 | 1,489 | ..... | 992 38 | ..... | 200 |
| 35 | 65 | 7 00 | 86 | 879 | 226 | ..... | 401 61 | ..... | * |
| 36 | 63 78 | 50 50 | 96 | 2,090 | 1,583 | 11 | 1,425 29 | 65 80 | 600 |
| 37 | 75 11 | 125 00 | 190 | 2.830 | 5,732 | 12 | 9,196 86 | ..... | ..... |
| 38 | ..... | 30 00 | 107 | 1,427 | 2,116 | ..... | 1,090 32 | ..... | 200 |
| 39 | 80 00 | 100 00 | 190 | 3,019 | 4,884 | 27 | 2,302 75 | 34 31 | 3,016 |
| 40 | ..... | 25 00 | 93 | 809 | 354 | ..... | 516 38 | ..... | 150 |
| 41 | 14 30 | 72 00 | 76 | 2,440 | 3,130 | 14 | 2,144 01 | ..... | 1,054 |
| 42 | 31 30 | 15 00 | 107 | 2,682 | 2,859 | ..... | 2,253 30 | ..... | 650 |
| 43 | ..... | ..... | 103 | 1,394 | 1,203 | ..... | 857 61 | 40 00 | 480 |
| 44 | ..... | 31 50 | 120 | 2,915 | 5,893 | 12 | 2,206 11 | 34 00 | 427 |
| 45 | 3 00 | ..... | 117 | 1,917 | 1,383 | ..... | 1,432 12 | ..... | 90 |
| 46 | ..... | ..... | 76 | 1,131 | 114 | ..... | 970 71 | ..... | 400 |
| 47 | 30 00 | ..... | 111 | 3,013 | 2,553 | ..... | 2,344 20 | ..... | 380 |
| 48 | 10 00 | ..... | 84 | 3,217 | 2,075 | ..... | 2,037 35 | ..... | 3,516 |
| 49 | 87 90 | 168 47 | 291 | 4,388 | 16,180 | 39 | 2,843 27 | 13 00 | 5,260 |
| 50 | ..... | 10 00 | 8 | 259 | 96 | ..... | 171 00 | ..... | 301 |
| 51 | 18 00 | ..... | 66 | 1,728 | * | 4 | 907 25 | 15 00 | 1,200 |
| 52 | 15 00 | ..... | 78 | 1,811 | 2,701 | 7 | 793 12 | ..... | ..... |
| 53 | 46 61 | 37 50 | 109 | 2,657 | 1,499 | 9 | 1,968 84 | ..... | ..... |
| 54 | 13 78 | 19 50 | 65 | 1,673 | 1,689 | ..... | 1,147 93 | 291 90 | 500 |
| 55 | ..... | 6 70 | 38 | 1,200 | 1,005 | ..... | * | ..... | 129 |

* Not reported.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and
for the year ending

| Number. | PUBLIC LIBRARY ASSOCIATIONS. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 56 | Dalhousie (McDonald's Cor.) | ..... | ..... | ..... | 2 54 | 2 54 | 1 06 | 1 48 |
| 57 | Depot Harbour | 19 08 | ..... | 65 80 | 38 07 | 122 95 | 92 96 | 29 99 |
| 58 | Dorchester | 11 35 | ..... | 29 20 | 119 07 | 159 62 | 118 80 | 40 82 |
| 59 | Drumbo | 47 13 | 50 00 | 59 50 | 8 29 | 164 92 | 163 73 | 1 19 |
| 60 | Dryden | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 61 | Duart | ..... | ..... | 9 75 | 19 91 | 29 66 | 29 66 | ..... |
| 62 | Dundas | 110 78 | 540 86 | 107 25 | 202 78 | 961 67 | 894 22 | 67 45 |
| 63 | Dunnville | 186 85 | 96 00 | 105 10 | 9 07 | 397 02 | 394 62 | 2 40 |
| 64 | Dungannon | 26 92 | 35 00 | 41 35 | 96 | 104 23 | 104 23 | ..... |
| 65 | Dunvegan | 45 31 | 5 00 | 23 50 | ..... | 73 81 | 69 19 | 4 62 |
| 66 | Durham | 45 33 | 50 00 | 80 91 | 28 85 | 205 09 | 203 90 | 1 19 |
| 67 | Dutton | 51 52 | 100 00 | 40 75 | 159 01 | 351 28 | 242 67 | 108 61 |
| 68 | Easton's Corners | 28 58 | ..... | 28 00 | 29 22 | 85 80 | 32 20 | 53 60 |
| 69 | East Toronto | 119 74 | ..... | 44 80 | 40 39 | 204 93 | 107 24 | 97 69 |
| 70 | Elmvale | 58 74 | ..... | 48 35 | 10 35 | 117 44 | 116 63 | 81 |
| 71 | Elmwood | 48 76 | 35 00 | 12 73 | 7 64 | 104 13 | 80 81 | 23 32 |
| 72 | Elphin | ..... | ..... | ..... | 9 70 | 9 70 | 5 00 | 4 70 |
| 73 | Embro | 49 52 | 85 00 | 62 75 | 91 95 | 289 22 | 219 97 | 69 25 |
| 74 | Ennotville | 61 17 | 25 00 | 15 50 | 81 08 | 182 75 | 141 75 | 41 00 |
| 75 | Ethel | ..... | 30 00 | 10 00 | 30 88 | 70 88 | 36 15 | 34 73 |
| 76 | Fenelon Falls | 45 44 | 125 00 | 92 00 | 244 70 | 507 14 | 270 71 | 236 43 |
| 77 | Fergus | 113 61 | ..... | 63 50 | 821 14 | 998 25 | 178 70 | 819 55 |
| 78 | Fonthill | 46 69 | 50 00 | 28 25 | 53 15 | 178 09 | 170 35 | 7 74 |
| 79 | Forester's Falls | 28 99 | 15 00 | 32 50 | 33 26 | 109 75 | 109 16 | 59 |
| 80 | Fort Erie | 23 85 | 100 00 | 22 25 | 72 25 | 218 35 | 185 20 | 33 15 |
| 81 | Fort Frances | 50 39 | 125 00 | 92 50 | 173 50 | 441 39 | 332 60 | 108 79 |
| 82 | Frankford | 28 00 | 50 00 | 42 00 | 236 89 | 356 89 | 227 67 | 129 22 |
| 83 | Gananoque | 119 55 | 250 00 | 209 83 | 202 19 | 781 57 | 741 92 | 39 65 |
| 84 | Glen Morris | 21 73 | 60 00 | 23 10 | 41 85 | 146 68 | 121 50 | 25 18 |
| 85 | Gore's Landing | 30 00 | ..... | 23 25 | 23 59 | 76 84 | 19 00 | 57 84 |
| 86 | Gorrie | 8 40 | 20 00 | 25 00 | 44 08 | 97 48 | 97 48 | ..... |
| 87 | Grafton | 66 75 | ..... | 17 00 | 44 10 | 127 85 | 111 25 | 16 60 |
| 88 | Haileybury | 70 27 | ..... | 80 00 | 497 62 | 647 89 | 520 54 | 127 35 |
| 89 | Haliburton | 40 89 | 35 00 | 27 25 | 23 78 | 126 92 | 87 66 | 39 26 |
| 90 | Harrington | ..... | 20 00 | 14 50 | 29 73 | 64 23 | 64 23 | ..... |
| 91 | Harrow | 38 32 | 105 00 | 84 03 | 35 37 | 262 72 | 188 56 | 74 16 |
| 92 | Hastings | 22 20 | 35 00 | 93 75 | 57 00 | 207 95 | 146 53 | 61 42 |
| 93 | Hawkesville | 11 47 | ..... | 9 25 | 16 89 | 37 61 | 35 37 | 2 24 |
| 94 | Highland Creek | 11 52 | ..... | 6 50 | 10 78 | 28 80 | 28 80 | ..... |
| 95 | Hillsdale | 61 18 | ..... | 31 50 | 14 65 | 107 33 | 79 07 | 28 26 |
| 96 | Holstein | 59 47 | ..... | 32 00 | 35 80 | 127 27 | 121 35 | 5 92 |
| 97 | Honeywood | ..... | 10 00 | 13 75 | 24 83 | 48 58 | 43 92 | 4 66 |
| 98 | Huntsville | 62 85 | 175 00 | 77 25 | 55 04 | 370 14 | 306 47 | 63 67 |
| 99 | Inglewood | ..... | ..... | 17 00 | ..... | 17 00 | 17 00 | ..... |
| 100 | Inwood | ..... | 22 50 | 46 20 | 59 77 | 128 47 | 119 37 | 9 10 |
| 101 | Islington | 53 11 | 25 00 | 43 73 | 2 07 | 123 91 | 122 00 | 1 91 |
| 102 | Jarvis | 23 54 | ..... | 53 35 | 31 73 | 108 62 | 98 92 | 9 70 |
| 103 | Kars | ..... | ..... | 20 00 | 75 24 | 95 24 | 69 77 | 25 47 |
| 104 | Kemble | 30 34 | ..... | 29 00 | 71 90 | 131 24 | 123 17 | 8 07 |
| 105 | Kingston | 61 09 | 500 00 | 291 75 | 160 35 | 1,013 19 | 951 39 | 61 80 |
| 106 | Kinmount | 21 60 | 50 00 | 23 25 | 13 20 | 108 05 | 108 05 | ..... |
| 107 | Kintore | ..... | 50 00 | 49 75 | 100 70 | 200 45 | 133 76 | 66 69 |
| 108 | Kirkfield | 55 66 | 50 00 | 23 70 | 31 42 | 160 78 | 112 13 | 48 65 |
| 109 | Komoka | 23 66 | 10 00 | 46 00 | 2 94 | 82 60 | 78 38 | 4 22 |
| 110 | Lake Charles | ..... | ..... | 25 00 | 28 16 | 53 16 | 46 53 | 6 63 |
| 111 | Lefroy | 7 99 | 5 00 | 31 50 | 25 04 | 69 53 | 56 01 | 13 52 |

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

| Number. | Maintenance. | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population as reported. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 56 | ..... | ..... | * | 791 | * | ..... | 500 00 | 1 06 | †1,457 |
| 57 | ..... | ..... | 104 | 599 | 1,604 | ..... | 599 99 | ..... | 900 |
| 58 | 9 00 | 25 00 | 112 | 1,417 | 1,727 | ..... | 772 82 | ..... | 600 |
| 59 | ..... | 20 00 | 101 | 1,757 | 2,448 | ..... | 1,509 85 | ..... | 400 |
| 60 | ..... | ..... | 70 | 848 | * | ..... | 765 66 | ..... | 750 |
| 61 | ..... | 29 66 | 39 | 1,942 | 1,149 | ..... | 1,015 00 | 32 72 | 170 |
| 62 | 259 97 | 364 00 | 153 | 8,415 | 5,409 | 32 | 6,783 14 | ..... | 3,947 |
| 63 | 104 65 | 75 00 | 170 | 3,855 | 9,272 | 1 | 2,052 40 | ..... | 2,833 |
| 64 | ..... | 41 35 | 146 | 2,021 | 2,271 | ..... | 406 63 | ..... | 300 |
| 65 | ..... | 10 00 | 100 | 151 | 421 | ..... | 132 31 | ..... | 75 |
| 66 | 11 87 | 78 00 | 100 | 4,069 | 4,839 | 29 | 3,251 19 | ..... | 1,614 |
| 67 | 3 00 | 51 60 | 158 | 2,326 | 3,566 | 12 | 1,996 57 | ..... | 900 |
| 68 | ..... | 20 00 | 50 | 1,249 | 852 | ..... | 1,009 74 | ..... | 300 |
| 69 | ..... | ..... | 51 | 1,614 | 3,655 | ..... | 1,470 72 | ..... | * |
| 70 | 2 00 | 51 55 | 106 | 1,946 | 2,401 | ..... | 1,139 78 | ..... | 3,121 |
| 71 | 10 00 | 20 00 | 110 | 1,054 | 1,064 | ..... | 671 64 | ..... | 500 |
| 72 | ..... | 5 00 | 35 | 379 | 296 | ..... | 200 00 | ..... | 125 |
| 73 | 61 85 | 50 00 | 101 | 5,804 | 5,020 | 11 | 4,805 90 | 22 00 | 600 |
| 74 | 1 25 | 35 00 | 150 | 3,766 | 1,182 | 5 | 3,271 00 | ..... | * |
| 75 | 10 00 | 20 00 | 104 | 1,521 | 1,487 | ..... | 939 73 | ..... | 350 |
| 76 | 151 10 | 20 00 | 97 | 4,194 | 3,227 | 32 | 3,361 43 | 28 50 | 1,175 |
| 77 | 29 42 | 82 05 | 129 | 5,604 | 3 594 | 17 | 7,019 55 | ..... | 1,600 |
| 78 | 12 31 | 30 00 | 121 | 3,007 | 1,196 | 13 | 2,157 74 | ..... | 2,621 |
| 79 | ..... | 45 00 | 51 | 1,069 | 1,766 | ..... | 541 88 | ..... | 2,050 |
| 80 | ..... | 50 00 | 102 | 2,669 | 2,725 | ..... | 2,096 12 | ..... | 1,310 |
| 81 | ..... | 146 00 | 50 | 1,138 | * | ..... | 952 79 | ..... | 1,750 |
| 82 | 85 00 | ..... | 57 | 490 | 1,236 | 10 | 381 28 | ..... | 700 |
| 83 | 333 39 | 174 00 | 200 | 3,538 | 8,068 | 42 | 2,285 15 | 61 12 | 4,000 |
| 84 | 42 01 | 15 00 | 73 | 2,613 | 767 | 11 | 1,875 18 | ..... | 60 |
| 85 | 19 00 | ..... | 79 | 1,260 | 1,384 | ..... | 1,204 39 | 15 00 | 150 |
| 86 | ..... | 25 00 | 50 | 1,964 | 980 | ..... | 1,319 00 | 4 30 | 450 |
| 87 | 20 00 | 15 25 | 98 | 407 | 1,273 | ..... | 571 60 | 36 11 | 400 |
| 88 | ..... | 107 00 | 80 | 554 | 674 | 22 | 694 13 | ..... | 4,077 |
| 89 | 3 75 | 16 00 | 109 | 1,267 | 1,821 | ..... | 706 26 | ..... | 1,500 |
| 90 | ..... | 26 13 | 75 | 1,068 | 1,040 | ..... | 500 00 | ..... | * |
| 91 | 65 00 | 32 50 | 91 | 1,223 | 3,694 | 14 | 710 06 | ..... | 2,700 |
| 92 | ..... | 10 00 | 113 | 681 | 2,200 | ..... | 594 23 | ..... | 800 |
| 93 | ..... | 20 00 | 84 | 857 | 876 | ..... | 431 64 | ..... | 200 |
| 94 | ..... | 17 50 | 81 | 1,605 | 850 | ..... | 1,359 84 | ..... | * |
| 95 | 10 00 | 43 75 | 65 | 1,366 | 1,629 | ..... | 653 26 | ..... | * |
| 96 | ..... | 40 00 | 160 | 1,590 | 2,100 | ..... | 1,106 44 | ..... | 350 |
| 97 | ..... | ..... | 103 | 567 | 1,275 | ..... | 264 66 | 35 00 | 125 |
| 98 | 85 15 | 75 00 | 133 | 3,585 | 6,421 | 19 | 2,508 67 | ..... | * |
| 99 | 16 50 | ..... | 36 | 1,833 | 759 | ..... | 564 90 | 7 50 | 400 |
| 100 | ..... | 50 00 | 73 | 706 | 1,555 | ..... | 468 95 | 1 11 | 2,860 |
| 101 | ..... | 15 00 | 126 | 2,160 | 2,504 | 4 | 1,332 18 | ..... | 1,305 |
| 102 | ..... | 75 00 | 64 | 3,275 | 1,607 | 6 | 1,564 70 | 130 00 | 800 |
| 103 | 8 52 | 61 25 | 51 | 1,623 | 781 | ..... | 1,023 47 | ..... | 200 |
| 104 | 6 66 | 25 00 | 106 | 1,291 | 1,156 | ..... | 608 07 | ..... | * |
| 105 | 210 50 | 270 08 | 169 | 6,378 | 39,560 | 65 | 7,201 23 | ..... | 20,000 |
| 106 | ..... | 44 00 | 82 | 1,907 | 2,926 | ..... | 1,450 00 | ..... | 400 |
| 107 | 15 00 | 15 00 | 53 | 792 | 918 | ..... | 541 69 | ..... | 2,419 |
| 108 | 5 25 | 25 00 | 91 | 2,109 | 1,544 | ..... | 1,409 56 | ..... | 350 |
| 109 | ..... | 25 00 | 112 | 708 | 818 | ..... | 524 43 | ..... | 250 |
| 110 | ..... | 20 00 | 100 | 2,234 | 1,066 | ..... | 1,563 24 | ..... | 400 |
| 111 | 40 00 | 4 50 | 113 | 683 | 2,523 | ..... | 338 52 | ..... | 3,148 |

*Not reported. †Population of townships.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and for the year ending

| Number. | PUBLIC LIBRARY ASSOCIATIONS. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 112 | Little Britain | 55 80 | 50 00 | 22 90 | 27 07 | 155 77 | 155 77 | ..... |
| 113 | Lucknow | 8 97 | 225 00 | 23 20 | ..... | 257 17 | 237 47 | 19 70 |
| 114 | Lyn | 88 15 | 10 00 | 43 00 | 25 45 | 166 60 | 161 56 | 5 04 |
| 115 | Lynden | ..... | ..... | 41 50 | 39 00 | 80 50 | 75 10 | 5 40 |
| 116 | Madoc | 37 65 | 25 00 | 55 35 | 5 21 | 123 21 | 121 34 | 1 87 |
| 117 | Mallorytown | 37 71 | ..... | 68 85 | 78 90 | 185 46 | 183 17 | 2 29 |
| 118 | Manilla | 137 66 | 50 00 | 16 80 | 121 94 | 326 40 | 323 97 | 2 43 |
| 119 | Manotick | ..... | ..... | 19 00 | 51 69 | 70 69 | 70 69 | ..... |
| 120 | Maple | ..... | ..... | 10 00 | 12 20 | 22 20 | 20 00 | 2 20 |
| 121 | Markham | 3 27 | 15 00 | 75 00 | 165 07 | 258 34 | 184 64 | 73 70 |
| 122 | Marksville | ..... | 15 00 | ..... | ..... | 15 00 | 15 00 | ..... |
| 123 | Matilda (Iroquois) | 20 11 | ..... | ..... | 4 33 | 24 44 | 10 70 | 13 74 |
| 124 | Meaford | 109 65 | 350 00 | 162 27 | 86 34 | 708 26 | 613 42 | 94 84 |
| 125 | Melbourne | ..... | 20 00 | 8 25 | 40 17 | 68 42 | 68 15 | 27 |
| 126 | Middleville | 8 24 | ..... | 10 00 | 20 00 | 38 24 | 33 01 | 5 23 |
| 127 | Mildmay | 4 20 | 45 00 | 9 10 | 68 98 | 127 28 | 113 61 | 13 67 |
| 128 | Millgrove | ..... | ..... | 4 75 | 26 79 | 31 54 | 20 79 | 10 75 |
| 129 | Milton | 36 07 | ..... | 48 89 | 96 28 | 181 24 | 164 85 | 16 39 |
| 130 | Minden | 21 58 | 25 00 | 27 00 | 3 37 | 76 95 | 74 70 | 2 25 |
| 131 | Monkton | ..... | 15 00 | 30 00 | 6 29 | 51 29 | 42 55 | 8 74 |
| 132 | Mono Centre | ..... | ..... | ..... | 16 60 | 16 60 | 15 92 | 68 |
| 133 | Mono Mills | ..... | ..... | 4 75 | 9 44 | 14 19 | 4 00 | 10 19 |
| 134 | Mono Road | 18 20 | ..... | 24 50 | 12 72 | 55 42 | 55 15 | 27 |
| 135 | Morrisburg | 59 35 | 75 00 | 134 75 | 50 00 | 319 10 | 319 10 | ..... |
| 136 | Morriston | 2 53 | ..... | 28 45 | 37 58 | 68 56 | 55 17 | 13 39 |
| 137 | Mount Albert | ..... | 25 00 | 7 70 | 70 27 | 102 97 | 92 85 | 10 12 |
| 138 | Mount Brydges | ..... | 20 00 | 17 15 | 15 80 | 52 95 | 52 45 | 50 |
| 139 | Nanticoke | 9 96 | ..... | 21 00 | 12 16 | 43 12 | 24 66 | 18 46 |
| 140 | Napanee | 238 05 | 250 00 | 279 25 | 281 11 | 1,048 41 | 803 81 | 244 60 |
| 141 | Newburgh | 40 04 | 40 00 | 25 80 | 6 71 | 112 55 | 112 55 | ..... |
| 142 | New Dundee | ..... | 30 00 | 8 00 | 49 77 | 87 77 | 45 80 | 41 97 |
| 143 | New Durham | ..... | ..... | 3 00 | 23 70 | 26 70 | 24 33 | 2 37 |
| 144 | New Hamburgh | 37 40 | 90 00 | 24 25 | 15 05 | 166 70 | 138 70 | 28 00 |
| 145 | Newington | 19 20 | ..... | 19 75 | 3 17 | 42 12 | 28 33 | 13 79 |
| 146 | Niagara | 110 16 | 75 00 | 162 63 | 5 44 | 353 23 | 350 92 | 2 31 |
| 147 | Norland | ..... | 50 00 | 7 20 | 38 36 | 95 56 | 52 94 | 42 62 |
| 148 | North Gower | ..... | ..... | 33 50 | 52 54 | 86 04 | 79 83 | 6 21 |
| 149 | North Toronto | ..... | 60 00 | ..... | 251 70 | 311 70 | 311 70 | ..... |
| 150 | Norwich | 59 26 | 100 00 | 94 90 | 6 85 | 261 01 | 204 49 | 56 52 |
| 151 | Norwood | 31 52 | 50 00 | 42 60 | 3 92 | 128 04 | 122 54 | 5 50 |
| 152 | Oakville | 160 41 | 250 00 | 179 30 | 125 07 | 714 78 | 658 73 | 56 05 |
| 153 | Oakwood | 30 15 | 74 55 | 12 34 | 7 90 | 124 94 | 121 58 | 3 36 |
| 154 | Odessa | 48 26 | ..... | 39 00 | 43 40 | 130 66 | 130 66 | ..... |
| 155 | Omemee | 52 95 | 150 00 | 32 00 | 130 92 | 365 87 | 343 78 | 22 09 |
| 156 | Orillia | 76 60 | 700 00 | 141 35 | 168 92 | 1,086 87 | 700 94 | 385 93 |
| 157 | Orono | 17 62 | ..... | 33 45 | 38 44 | 89 51 | 87 88 | 1 63 |
| 158 | Otterville | 90 | 98 37 | ..... | 64 36 | 163 63 | 28 00 | 135 63 |
| 159 | Owen Sound | 134 19 | 200 00 | 150 50 | 68 85 | 553 54 | 425 75 | 127 79 |
| 160 | Pakenham | 50 18 | 20 00 | 50 65 | 7 88 | 128 71 | 119 14 | 9 57 |
| 161 | Peterborough | 250 00 | ..... | 374 00 | 658 26 | 1,282 26 | 1,215 76 | 66 50 |
| 162 | Pickering | 39 10 | 40 00 | 29 25 | 245 75 | 354 10 | 121 71 | 232 39 |
| 163 | Plattsville | 34 84 | 50 00 | 37 39 | 135 47 | 257 70 | 200 50 | 57 20 |
| 164 | Port Arthur | 250 00 | 1,053 90 | 237 00 | 6 08 | 1,546 98 | 1,546 98 | ..... |

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

| Number. | Maintenance. | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population as reported. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 112 | ..... | 50 00 | 122 | 4,488 | 2,531 | 19 | 2,147 25 | 9 30 | 271 |
| 113 | ..... | 100 00 | 206 | 3,422 | 2,514 | ..... | 1,519 70 | ..... | 1,200 |
| 114 | 47 25 | 20 00 | 52 | 286 | 1,879 | 14 | 187 59 | ..... | 450 |
| 115 | ..... | 40 00 | 100 | 1,390 | 619 | ..... | 751 29 | ..... | 300 |
| 116 | 39 00 | 32 40 | 118 | 2,776 | 3,708 | ..... | 1,799 87 | ..... | 1,037 |
| 117 | ..... | 40 00 | 101 | 1,609 | 1,942 | ..... | 1,221 61 | ..... | 300 |
| 118 | 16 00 | 24 00 | 103 | 3,724 | 1,734 | 1 | 2,956 17 | ..... | 200 |
| 119 | ..... | 30 00 | 64 | 1,830 | 959 | ..... | 1,230 89 | 51 69 | 375 |
| 120 | ..... | 20 00 | 20 | * | * | ..... | 629 95 | ..... | 250 |
| 121 | ..... | 75 00 | 150 | 3,574 | 5,443 | ..... | 2,598 70 | ..... | 1,000 |
| 122 | ..... | 15 00 | * | 871 | 1,214 | ..... | 885 46 | ..... | 400 |
| 123 | ..... | 10 00 | 200 | 546 | 9,754 | ..... | 400 56 | ..... | * |
| 124 | 225 00 | 137 50 | 200 | 3,343 | 5,186 | 23 | 2,194 84 | ..... | 3,000 |
| 125 | 5 00 | 11 75 | 16 | 1,092 | 462 | ..... | 450 27 | 18 93 | 250 |
| 126 | 3 75 | 9 00 | 44 | 730 | 284 | ..... | 264 23 | ..... | 150 |
| 127 | ..... | ..... | 119 | 2,380 | 1,128 | ..... | 1,023 67 | 25 00 | 1,200 |
| 128 | 84 | ..... | 63 | 605 | 459 | ..... | 428 49 | ..... | 100 |
| 129 | ..... | 69 00 | 181 | 3,740 | 4,462 | 13 | 4,646 80 | ..... | 1,800 |
| 130 | 18 00 | 12 00 | 108 | 1,511 | 2,362 | ..... | 1,058 67 | 18 00 | 2,513 |
| 131 | ..... | 26 65 | 120 | 1,503 | 936 | ..... | 1,083 74 | 145 65 | 350 |
| 132 | ..... | ..... | 17 | 422 | 160 | ..... | 172 68 | ..... | 38 |
| 133 | ..... | 4 00 | 19 | 611 | 200 | ..... | 420 19 | ..... | 250 |
| 134 | 4 50 | 25 00 | 60 | 1,945 | 1,311 | ..... | 1,305 69 | ..... | * |
| 135 | 81 15 | 60 50 | 124 | 3,149 | 4,048 | 28 | 1,475 00 | 52 80 | 1,586 |
| 136 | ..... | 30 00 | 75 | 1,533 | 1,405 | 2 | 808 14 | ..... | * |
| 137 | ..... | 20 00 | 100 | 861 | 3,736 | ..... | 645 12 | ..... | 600 |
| 138 | ..... | 30 00 | 67 | 930 | 796 | ..... | 810 50 | 25 55 | 400 |
| 139 | 1 00 | 20 00 | 104 | 2,134 | 1,688 | ..... | 1,502 47 | ..... | 125 |
| 140 | 57 25 | 200 00 | 213 | 6,027 | 13,182 | 37 | 4,985 98 | ..... | 3,043 |
| 141 | 50 00 | ..... | 100 | 2,150 | 1,239 | 14 | 1,326 24 | 64 74 | 605 |
| 142 | 16 04 | 15 00 | 55 | 906 | 855 | 1 | 572 99 | ..... | 300 |
| 143 | 20 00 | ..... | 51 | 1,043 | 245 | ..... | 554 05 | ..... | 200 |
| 144 | 30 75 | 20 00 | 100 | 3,541 | 3,949 | ..... | 2,521 67 | ..... | 1,650 |
| 145 | 6 05 | 16 00 | 61 | 823 | 1,262 | ..... | 1,933 79 | ..... | * |
| 146 | 24 16 | 81 75 | 130 | 6,663 | 7,712 | 24 | 6,063 81 | 2,305 | 1,305 |
| 147 | ..... | ..... | 22 | 661 | 724 | ..... | 500 62 | 2,500 | 100 |
| 148 | ..... | 50 00 | 131 | 2,140 | 2,035 | ..... | 840 21 | ..... | 300 |
| 149 | ..... | ..... | * | 697 | ..... | ..... | 512 88 | 57 18 | * |
| 150 | 50 15 | 50 00 | 115 | 2,282 | 4,119 | 14 | 1,421 52 | ..... | 1,271 |
| 151 | ..... | 60 00 | 175 | 2,452 | 2,369 | 15 | 1,229 93 | 4 62 | 975 |
| 152 | 175 38 | 200 00 | 280 | 4,429 | 7,543 | 23 | 3,059 10 | ..... | 2,004 |
| 153 | ..... | 51 48 | 80 | 1,806 | 2,737 | 19 | 1,130 67 | 60 00 | * |
| 154 | ..... | 60 00 | 110 | 1,282 | 2,997 | 17 | 2,300 00 | 2 25 | 2,867 |
| 155 | 35 00 | 135 00 | 64 | 1,005 | 1,167 | 21 | 789 34 | ..... | 800 |
| 156 | ..... | 280 50 | 580 | 5,263 | 12,324 | 22 | 5,885 93 | ..... | 5,983 |
| 157 | ..... | 50 00 | 100 | 1,497 | 2,862 | ..... | 1,266 78 | 25 00 | 467 |
| 158 | ..... | 24 00 | 117 | 922 | 867 | ..... | 508 01 | ..... | 410 |
| 159 | ..... | 133 00 | 153 | 6,734 | 11,752 | 28 | 5,127 79 | ..... | 12,090 |
| 160 | ..... | 50 00 | 53 | 669 | * | ..... | 559 57 | ..... | 500 |
| 161 | 220 85 | 585 00 | 204 | 11,317 | 15,479 | 80 | 13,693 02 | 219 46 | * |
| 162 | ..... | 25 00 | 121 | 2,273 | 1,739 | 17 | 1,272 39 | 31 25 | 400 |
| 163 | 50 00 | ..... | 131 | 1,818 | 3,319 | ..... | 1,148 05 | ..... | 625 |
| 164 | 318 90 | 462 35 | 393 | 3,796 | 10,361 | 26 | 4,740 53 | ..... | 11,646 |

*Not reported.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and
for the year ending

| Number. | PUBLIC LIBRARY ASSOCIATIONS. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 165 | Port Credit | 26 54 | 20 00 | 38 03 | 24 72 | 109 29 | 102 10 | 7 19 |
| 166 | Port Dover | 57 63 | 10 00 | 64 65 | 176 49 | 308 77 | 151 01 | 157 76 |
| 167 | Port Hope | 44 88 | ..... | 137 50 | 50 21 | 232 59 | 223 38 | 9 21 |
| 168 | Port Perry | 66 66 | 140 00 | 57 00 | 37 60 | 301 26 | 296 50 | 4 76 |
| 169 | Port Stanley | 26 78 | 25 00 | 45 60 | 6 44 | 103 82 | 92 96 | 10 86 |
| 170 | Princeton | ..... | 50 00 | 18 15 | 43 14 | 111 29 | 79 08 | 32 21 |
| 171 | Richmond | 54 | ..... | 34 75 | 04 | 35 33 | 30 04 | 5 29 |
| 172 | Ridgetown | 98 67 | 65 00 | 84 90 | 77 44 | 326 01 | 282 58 | 43 43 |
| 173 | Ripley | 26 05 | 75 00 | 17 50 | 94 84 | 213 39 | 128 40 | 84 99 |
| 174 | Riversdale | 18 00 | 20 00 | 4 75 | 69 | 43 44 | 41 73 | 1 71 |
| 175 | Rockwood | 16 26 | ..... | 36 50 | 44 84 | 97 60 | 97 60 | ..... |
| 176 | Romney | 44 76 | 50 00 | 27 60 | 3 60 | 125 96 | 121 19 | 4 77 |
| 177 | Runnymede | ..... | 25 00 | 36 50 | 8 00 | 69 50 | 58 85 | 10 65 |
| 178 | Russell | 70 60 | ..... | 69 00 | 85 39 | 224 99 | 212 84 | 12 15 |
| 179 | Saltfleet (Stony Creek) | 59 85 | 50 00 | 32 00 | 16 32 | 158 17 | 129 00 | 29 17 |
| 180 | Sault Ste. Marie | 247 00 | 1,300 00 | 176 29 | 19 17 | 1,742 46 | 1,533 38 | 209 08 |
| 181 | Scarborough | 45 46 | ..... | 61 75 | 52 37 | 159 58 | 159 50 | 08 |
| 182 | Scotland | 17 41 | ..... | 34 65 | 104 95 | 157 01 | 136 33 | 20 68 |
| 183 | Shakespeare | ..... | ..... | 13 75 | 38 81 | 52 56 | 43 46 | 9 10 |
| 184 | Shedden | 33 15 | ..... | 53 25 | 47 | 86 87 | 77 31 | 9 56 |
| 185 | Shetland | ..... | ..... | ..... | 60 96 | 60 96 | 60 43 | 53 |
| 186 | Singhampton | ..... | 15 00 | 14 50 | 9 10 | 38 60 | 38 60 | ..... |
| 187 | Smithville | 59 64 | 30 00 | 44 00 | 13 61 | 147 25 | 146 81 | 44 |
| 188 | Southampton | 20 98 | 25 00 | 39 50 | 20 01 | 105 49 | 105 49 | ..... |
| 189 | South Mountain | 47 70 | ..... | 57 00 | 8 52 | 113 22 | 113 17 | 05 |
| 190 | South River | 63 16 | ..... | ..... | 9 08 | 72 24 | 63 08 | 9 16 |
| 191 | Sparta | ..... | ..... | 14 75 | 141 93 | 156 68 | 124 35 | 32 33 |
| 192 | Speedside | 44 92 | ..... | 24 25 | 63 39 | 132 56 | 132 02 | 54 |
| 193 | Springfield | ..... | 25 00 | 8 25 | 2 02 | 35 27 | 25 00 | 10 27 |
| 194 | Strathroy | 150 75 | 100 00 | 173 25 | 211 81 | 635 81 | 602 76 | 33 05 |
| 195 | St. George | 47 59 | 60 00 | 59 00 | 306 04 | 472 63 | 292 88 | 179 75 |
| 196 | St. Helen's | 30 66 | 30 00 | 18 96 | 61 11 | 140 73 | 123 86 | 16 87 |
| 197 | Sunderland | 27 14 | 55 00 | 14 95 | 22 21 | 119 30 | 119 30 | ..... |
| 198 | Sutton | 95 92 | ..... | 65 00 | 103 32 | 264 24 | 212 81 | 51 43 |
| 199 | Sydenham | 56 66 | ..... | 62 56 | 13 30 | 132 52 | 132 52 | ..... |
| 200 | Tavistock | 120 09 | 70 00 | 88 50 | 169 26 | 447 85 | 377 78 | 70 07 |
| 201 | Teeswater | ..... | 40 00 | 64 30 | 157 51 | 261 81 | 188 74 | 73 07 |
| 202 | Thamesville | 51 74 | 75 00 | 87 00 | 160 33 | 374 07 | 323 39 | 50 68 |
| 203 | Thedford | 26 53 | ..... | 52 00 | 5 64 | 84 17 | 67 89 | 16 28 |
| 204 | Thornbury | 9 72 | 25 00 | 24 75 | 18 46 | 77 93 | 77 03 | 90 |
| 205 | Tilbury | 33 76 | 125 00 | 47 00 | 81 14 | 286 90 | 158 42 | 128 48 |
| 206 | Tillsonburg | 67 29 | 325 00 | 129 30 | 220 74 | 742 33 | 742 33 | ..... |
| 207 | Toronto Junction | 119 13 | 666 67 | 23 50 | 255 39 | 1,064 69 | 474 01 | 590 68 |
| 208 | Tottenham | ..... | ..... | ..... | 49 00 | 49 00 | 49 00 | ..... |
| 209 | Trout Creek | ..... | ..... | 2 75 | ..... | 2 75 | 2 75 | ..... |
| 210 | Tweed | 117 07 | 50 00 | 90 00 | 17 68 | 274 75 | 235 58 | 39 17 |
| 211 | Underwood | 30 31 | 50 00 | 34 50 | 20 97 | 135 78 | 86 56 | 49 22 |
| 212 | Unionville | 29 94 | 25 00 | 28 42 | 20 51 | 103 87 | 100 19 | 3 68 |
| 213 | Vanleek Hill | 45 57 | ..... | 53 00 | 42 05 | 140 62 | 140 00 | 62 |
| 214 | Victoria (Caledonia) | 42 00 | ..... | 14 00 | 50 08 | 106 08 | 102 16 | 3 92 |
| 215 | Victoria Mines | 76 74 | 50 00 | 30 00 | 47 79 | 204 53 | 72 69 | 131 84 |
| 216 | Walkerton | 72 39 | 100 00 | 95 00 | 97 | 268 36 | 264 28 | 4 08 |
| 217 | Walton | 33 43 | 22 50 | 13 10 | 12 20 | 81 23 | 37 20 | 44 03 |

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

| Number. | Maintenance. | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population as reported. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 165 | 12 60 | 22 00 | 120 | 2,013 | 1,978 | ..... | 1,372 84 | ..... | 900 |
| 166 | 50 00 | ..... | 113 | 1,158 | 2,285 | 25 | 1,130 86 | 100 00 | 1,400 |
| 167 | 59 45 | 150 00 | 150 | 4,795 | 2,476 | 34 | 3,750 00 | 33 75 | 4,782 |
| 168 | 81 35 | 100 00 | 137 | 2,476 | 2,840 | 27 | 1,229 76 | ..... | 1,300 |
| 169 | ..... | 40 00 | 130 | 1,530 | 2,233 | ..... | 1,085 86 | ..... | 722 |
| 170 | ..... | 24 00 | 43 | 2,103 | 833 | ..... | 1,532 21 | ..... | 250 |
| 171 | 5 00 | 25 00 | 90 | 1,595 | 962 | ..... | 1,231 94 | ..... | 443 |
| 172 | 27 76 | 75 00 | 158 | 4,450 | 4,161 | 28 | 5,226 43 | 24 | 4,161 |
| 173 | ..... | 65 00 | 101 | * | 4,160 | ..... | 1,429 99 | ..... | 2,883 |
| 174 | 5 35 | 10 00 | 109 | 1,178 | 1,505 | ..... | 839 92 | ..... | 500 |
| 175 | 29 00 | ..... | 85 | 1,900 | 2,204 | 17 | 556 00 | ..... | * |
| 176 | ..... | 37 45 | 103 | 2,934 | 1,706 | ..... | 2,324 88 | 36 00 | 1,757 |
| 177 | ..... | ..... | 57 | 260 | 109 | ..... | 110 65 | ..... | 2,000 |
| 178 | 15 00 | 66 00 | 110 | 2,057 | 3,117 | 24 | 3,062 15 | 298 00 | 450 |
| 179 | ..... | 15 00 | 128 | 1,641 | 2,602 | ..... | 1,550 24 | ..... | 3,170 |
| 180 | 266 23 | 563 25 | 565 | 2,060 | 20,940 | 28 | 2,080 08 | ..... | 8,653 |
| 181 | 1 50 | 12 00 | 77 | 5,896 | 2,660 | ..... | 2,800 08 | ..... | 3,663 |
| 182 | 30 63 | 60 00 | 102 | 1,475 | 1,301 | 17 | 1,099 52 | ..... | 450 |
| 183 | ..... | 26 70 | 26 | 1,591 | 614 | ..... | 1,046 70 | 86 69 | 300 |
| 184 | ..... | 10 00 | 102 | 1,713 | 1,810 | ..... | 899 88 | 17 00 | 350 |
| 185 | ..... | ..... | * | 84 | * | ..... | 50 65 | ..... | 250 |
| 186 | ..... | 20 00 | 29 | * | * | ..... | 224 00 | 1 54 | * |
| 187 | 56 54 | ..... | 125 | 1,464 | 5,276 | ..... | 1,144 00 | ..... | 400 |
| 188 | 61 30 | ..... | 132 | 5,086 | 2,014 | ..... | 4,485 40 | ..... | 1,732 |
| 189 | ..... | 25 00 | 112 | 761 | 8,230 | ..... | 588 84 | ..... | 500 |
| 190 | 20 00 | 30 08 | * | 1,184 | 2,704 | ..... | 1,061 93 | ..... | 556 |
| 191 | ..... | 30 00 | 77 | 2,569 | 2,353 | ..... | 2,033 89 | 139 00 | 307 |
| 192 | 40 | 16 00 | 107 | 839 | 1,406 | ..... | 664 88 | ..... | 450 |
| 193 | ..... | 25 00 | 39 | 1,777 | 881 | ..... | 1,225 27 | 25 | 480 |
| 194 | 124 28 | 130 00 | 243 | 7,303 | 31,665 | 23 | 6,483 05 | 39 89 | 2,916 |
| 195 | 92 08 | 83 00 | 131 | 5,074 | 3,992 | 15 | 5,963 86 | ..... | 750 |
| 196 | 14 53 | 40 00 | 112 | 2,310 | 1,250 | ..... | 1,222 87 | ..... | 62 |
| 197 | 32 30 | 31 00 | 115 | 2,123 | 1,086 | 24 | 1,625 00 | 15 41 | 650 |
| 198 | ..... | 36 00 | 65 | 660 | 2,716 | 10 | 526 43 | 20 00 | 671 |
| 199 | 21 32 | 40 00 | 69 | 1,300 | 3,268 | 16 | 756 56 | ..... | 1,776 |
| 200 | 65 00 | 47 50 | 117 | 4,308 | 4,902 | 23 | 2,425 07 | ..... | 1,028 |
| 201 | 89 24 | 60 00 | 163 | 4,339 | 3,409 | 12 | 2,323 07 | ..... | 875 |
| 202 | 9 00 | 100 00 | 130 | 3,560 | 2,629 | 19 | 3,310 65 | ..... | 892 |
| 203 | ..... | 25 00 | 104 | 2,514 | 3,899 | ..... | 1,233 28 | ..... | 600 |
| 204 | 20 00 | 5 00 | 135 | 1,577 | 2,340 | ..... | 565 90 | 18 46 | 900 |
| 205 | 50 00 | 50 00 | 106 | 2,096 | 2,305 | 16 | 1,187 78 | ..... | 1,493 |
| 206 | 90 22 | 125 00 | 180 | 3,627 | 6,095 | 19 | 2,400 00 | 202 75 | 2,647 |
| 207 | 83 72 | 194 08 | 200 | 3,827 | 3,337 | 59 | 3,390 68 | ..... | * |
| 208 | 24 00 | 25 00 | 164 | 2,459 | * | * | * | * | ..... |
| 209 | ..... | 2 75 | 11 | 1,847 | 545 | ..... | * | ..... | * |
| 210 | 28 50 | 29 25 | 195 | 1,180 | 4,764 | 4 | 851 17 | ..... | 1,410 |
| 211 | ..... | 30 00 | 64 | 2,832 | 1,762 | ..... | 1,286 68 | ..... | 82 |
| 212 | ..... ... | 20 00 | 105 | 1,095 | 1,636 | ..... | 788 68 | ..... | 400 |
| 213 | ..... | 50 00 | 77 | 1,641 | 1,645 | ..... | 1,393 33 | ..... | 1,607 |
| 214 | 81 | 20 00 | 112 | 2,925 | 1,383 | ..... | 2,482 34 | ..... | * |
| 215 | ..... | ..... | 133 | 818 | 1,065 | 1 | 902 58 | 96 08 | 1,500 |
| 216 | ..... | 100 00 | 116 | 3,648 | 3,693 | 17 | 2,199 96 | ..... | 3,060 |
| 217 | 16 00 | 20 00 | 72 | 1,287 | 1,540 | 6 | 411 53 | 26 80 | 250 |

*Not reported.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and
for the year ending

| Number. | PUBLIC LIBRARY ASSOCIATIONS. | Receipts. | | | | | Expenditure. | Balance on hand. |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants. | Municipal grants. | Members' fees. | Balances and other sources. | Total receipts. | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 218 | Wardsville | 19 09 | ..... | 32 62 | 49 57 | 101 28 | 93 14 | 8 14 |
| 219 | Warkworth | ..... | 35 00 | 31 75 | 72 09 | 138 84 | 114 71 | 24 13 |
| 220 | Waterdown | 55 64 | 35 00 | 38 28 | 329 65 | 458 57 | 190 69 | 267 88 |
| 221 | Waterford | ..... | 100 00 | 7 50 | 38 | 107 88 | 95 77 | 12 11 |
| 222 | Welland | 131 18 | 200 00 | 84 40 | 214 12 | 629 70 | 397 35 | 232 35 |
| 223 | Wellesley | 61 10 | ..... | 17 50 | 99 08 | 177 68 | 173 51 | 4 17 |
| 224 | Weston | 47 54 | 60 00 | 49 50 | 54 18 | 211 22 | 199 31 | 11 91 |
| 225 | Whitby | 69 30 | 25 00 | 88 53 | 81 56 | 264 39 | 212 74 | 51 65 |
| 226 | White Lake | ..... | ..... | ..... | 31 93 | 31 93 | 8 00 | 23 93 |
| 227 | Williamstown | 19 36 | 35 00 | 22 00 | 98 74 | 175 10 | 79 75 | 95 35 |
| 228 | Winchester | 29 66 | ..... | 67 12 | 104 56 | 201 34 | 201 34 | ..... |
| 229 | Woodbridge | 31 10 | ..... | 25 00 | 91 05 | 147 15 | 91 90 | 55 25 |
| 230 | Woodville | 47 14 | 75 00 | 41 50 | 43 79 | 207 43 | 183 25 | 24 18 |
| | Totals | 9,386 66 | 13,830 35 | 10,902 24 | 15,918 44 | 50,037 69 | 40,572 88 | 9,464 81 |

## A Liberal Education Defined.

"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all vileness, and to respect others as himself.

"Such an one and no other, I conceive, has had a liberal education; for he is, as completely as a man can be, in harmony with Nature. He will make the best of her, and she of him. They will get on together rarely; she as his ever beneficent mother; he as her mouthpiece, her conscious self, her minister and interpreter."

Thomas Henry Huxley.

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Concluded.

| Number. | Maintenance. | | Number of members. | Number of volumes in library. | Number of volumes issued. | Number of newspapers and magazines. | Assets. | Liabilities. | Population as reported. |
|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating. | Salaries. | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | |
| 218 | 11 75 | ..... | 139 | 1,465 | 3,378 | ..... | 1,586 14 | ..... | 300 |
| 219 | 23 75 | 35 00 | 80 | 1,246 | 439 | ..... | 844 13 | ..... | 600 |
| 220 | 30 50 | 43 32 | 80 | 1,830 | 4,355 | 15 | 1,017 88 | ..... | 700 |
| 221 | ..... | 83 52 | 96 | 1,442 | 3,311 | ..... | 712 11 | ..... | 1,137 |
| 222 | ..... | 99 96 | 226 | 4,837 | 6,603 | 27 | 5,464 83 | ..... | 4,448 |
| 223 | 15 50 | 18 34 | 112 | 2,199 | 2,514 | ..... | 1,676 14 | ..... | 590 |
| 224 | 8 75 | 62 00 | 144 | 3,269 | 5,445 | 26 | 2,461 91 | ..... | 1,593 |
| 225 | 12 65 | 52 00 | 147 | 3,654 | 6,639 | ..... | 2,401 65 | 61 25 | 2,269 |
| 226 | ..... | 5 00 | 117 | 717 | 1,070 | ..... | 283 93 | ..... | * |
| 227 | 2 01 | 4 00 | 126 | 2,039 | 2,272 | ..... | 1,821 67 | 25 25 | 350 |
| 228 | ..... | 101 00 | * | 1,044 | 5,076 | 12 | 1,142 31 | ..... | 1,128 |
| 229 | 1 00 | 25 00 | 50 | 2,190 | 1,469 | 5 | 1,949 44 | ..... | 562 |
| 230 | 120 00 | ..... | 102 | 2,452 | 1,716 | 17 | 1,244 18 | ..... | 405 |
| | $6,352 01 | $11,199 30 | 24,563 | 492,470 | 664,716 | 1,690 | $381,477 29 | $3,299 34 | 271,626 |

* Not reported.

## Education and Intellect.

"That perfection of Intellect, which is the result of Education, and its beau ideal, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres."

From The Idea of a University,

John Henry, Cardinal Newman, 1852.

Toronto Reference Library. Reading Room.

Riverdale, Toronto, Branch Library. Stack Room.

## I. Public Libraries—Free.

The following statistics are taken from the annual reports for the year ending 31st December, 1909. (For details see Table A.)

### 1. Classification of Free Libraries Reporting.

| | |
|---|---|
| Free Libraries, with reading rooms | 99 |
| Free Libraries, without reading rooms | 32 |
| Total | 131 |

### 2. Free Libraries—Receipts and Balances on hand.

| | |
|---|---|
| The total receipts of 131 Free Libraries | $259,115 90 |
| Balances on hand | 33,373 18 |

### 3. Free Libraries—Expenditure.

| | |
|---|---|
| The total expenditure of 131 Free Libraries | $225,742 72 |

### 4. Free Libraries—Assets and Liabilities.

| | |
|---|---|
| Assets of 131 Free Libraries | $2,176,549 40 |
| Liabilities of 131 Free Libraries | 192,373 79 |

### 5. Number of Readers in Free Libraries.

Free Libraries report having had 196,034 readers.

### 6. No. of Volumes in Free Libraries and No. of Volumes issued.

| | |
|---|---|
| Number of volumes in 131 Free Libraries | 844,133 |
| Number of volumes issued in 131 Free Libraries | 2,641,676 |

### 7. Reading Rooms in Free Libraries.

99 Free Libraries reported having reading rooms.
101 Free Libraries subscribed for 4,914 newspapers and periodicals.

## II. Public Libraries—Association.

The following statistics are taken from the annual reports for the year ending 31st December, 1909. (For details see Table B.)

### 1. Classification of Association Libraries Reporting.

| | |
|---|---|
| Libraries with reading rooms | 83 |
| Libraries without reading rooms | 147 |
| Total | 230 |

### 2. Association Libraries—Receipts and Balances on hand.

| | |
|---|---|
| The total receipts of 230 Libraries were | $50,037 69 |
| Balances on hand | 9,464 81 |

### 3. Association Libraries—Expenditure.

| | |
|---|---|
| The total expenditure of 230 Association Libraries was | $40,572 88 |

### 4. Association Libraries—Assets and Liabilities.

| | |
|---|---|
| Assets of 230 Libraries | $381,477 29 |
| Liabilities of 230 Libraries | 3,299 34 |

### 5. Number of Members in Association Libraries and No. of

234 Libraries have 24,563 members.

### 6. No. of Volumes in Association Libraries and No. of Volumes Issued.

| | |
|---|---|
| Number of Volumes in 230 Libraries | 492,470 |
| Number of Volumes issued in 230 Libraries | 664,716 |

### 7. Reading Rooms in Association Libraries.

83 Libraries reported having reading rooms.
7 Libraries reported having periodicals for circulation.
90 Libraries subscribed for 1,690 newspapers and periodicals

TABLE "C"

Includes every Public Library, FREE LIBRARIES and LIBRARY ASSOCIATIONS in the several counties in the Province on the 1st December, 1910, alphabetically arranged:—

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION."

| Counties and Districts. | Cities, Towns and Villages. |
|---|---|
| Algoma | Bruce Mines. |
| " | Chapleau. |
| " | Marksville. |
| " | Port Arthur. |
| " | Rat Portage (Kenora). |
| " | Sault Ste. Marie. |
| " | Schreiber. |
| " | Thessalon. |
| " | Victoria Mines. |
| Brant | Brantford. |
| " | Burford. |
| " | Glenmorris. |
| " | New Durham. |
| " | Paris, |
| " | Scotland. |
| " | St. George. |
| Bruce | Bervie. |
| " | Cargill. |
| " | Chesley. |
| " | Elmwood. |
| " | Kincardine. |
| " | Lucknow. |
| " | Mildmay. |
| " | Paisley. |
| " | Pinkerton. |
| " | Port Elgin. |
| " | Ripley. |
| " | Riversdale. |
| " | Southampton. |
| " | Teeswater. |
| " | Tara. |
| " | Underwood. |
| " | Walkerton. |
| " | Westford. |
| " | Wiarton. |
| Carleton | Carp. |
| " | Corkery. |
| " | Kars. |
| " | Manotick. |
| " | Metcalfe. |
| " | North Gower. |
| " | Ottawa. |
| " | Richmond. |
| Dufferin | Grand Valley. |
| " | Honeywood. |
| " | Mono Centre. |
| " | Orangeville. |
| " | Relessey. |
| " | Shelburne. |
| Dundas | Chesterville. |
| " | Iroquois. |
| " | Matilda (Iroquois P.O.) |
| " | Morrisburg. |
| " | South Mountain. |
| " | Winchester. |
| Durham | Bowmanville. |
| " | Millbrook. |
| " | Orono. |
| " | Port Hope. |
| Elgin | Aylmer. |
| " | Bayham. |
| " | Dutton. |
| " | Port Stanley. |
| " | Rodney. |
| " | St. Thomas. |
| " | Shedden. |
| " | Sparta. |
| " | Springfield. |
| Essex | Amherstburg. |
| " | Comber. |
| " | Essex. |
| " | Harrow. |
| " | Kingsville. |
| " | Leamington. |
| " | Walkerville. |
| " | Windsor. |
| Frontenac | Garden Island. |
| " | Kingston. |
| " | Sydenham. |
| Glengarry | Dunvegan. |
| " | Lancaster. |
| " | Maxville. |
| " | Williamstown. |
| Grenville | Cardinal. |
| " | Easton's Corners. |
| " | Kemptville. |
| " | Merrickville. |
| " | Oxford Mills. |
| " | Prescott. |
| Grey | Ayton. |
| " | Badjeros. |
| " | Chatsworth. |
| " | Clarksburg. |
| " | Dromore. |
| " | Durham. |
| " | Dundalk. |
| " | Holstein. |
| " | Kemble. |
| " | Hanover. |
| " | Lake Charles. |
| " | Markdale. |
| " | Meaford. |
| " | Owen Sound. |
| " | Priceville. |
| " | Singhampton. |
| " | Thornbury. |
| Haliburton | Haliburton. |
| " | Minden. |
| Haldimand | Caledonia. |
| " | Canfield. |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

| Counties and Districts. | Cities, Towns and Villages. | Counties and Districts. | Cities, Towns and Villages. |
|---|---|---|---|
| Haldimand | Cayuga. | Lanark | Allan's Mills. |
| " | Cheapside. | " | Almonte. |
| " | Dunnville. | " | Carleton Place. |
| " | Hagersville. | " | Dalhousie (McDonald's Corners P.O.) |
| " | Jarvis. | " | Elphin. |
| " | Nanticoke. | " | Lanark. |
| " | Victoria (Caledônia). | " | Middleville. |
| Halton | Acton. | " | Pakenham. |
| " | Burlington. | " | Perth. |
| " | Georgetown. | " | Poland. |
| " | Milton. | " | Smith's Falls. |
| " | Oakville. | " | Watson's Corners. |
| Hastings | Belleville. | Leeds | Brockville. |
| " | Deseronto. | " | Ganancque. |
| " | Frankford. | " | Lyn. |
| " | Madoc. | " | Mallorytown. |
| " | Marlbank. | " | Westport. |
| " | Stirling. | " | Camden East. |
| " | Trenton. | Lennox & Adding'n. | Odessa. |
| " | Tweed. | " " | Bath. |
| Huron | Auburn. | " " | Napanee. |
| " | Brucefield. | " " | Napanee Mills (Strathcona P.O.) |
| " | Blyth. | " " | Newburgh. |
| " | Brussels. | Lincoln | Abingdon. |
| " | Clinton. | " | Beamsville. |
| " | Dungannon. | " | Grantham (St. Catharines P.O.) |
| " | Ethel. | " | Merritton. |
| " | Exeter. | " | Grimsby. |
| " | Goderich. | " | Niagara. |
| " | Gorrie. | " | Smithville. |
| " | Hensall. | " | St. Catharines. |
| " | Seaforth. | Manitoulin | Cockburn Island. |
| " | St. Helen's. | " | Gore Bay. |
| " | Walton. | " | Little Current. |
| " | Wingham. | " | Manitowaning. |
| " | Wroxeter. | Middlesex | Ailsa Craig. |
| Kent | Blenheim, | " | Belmont. |
| " | Bothwell, | " | Coldstream. |
| " | Chatham. | " | Dorchester. |
| " | Duart. | " | Glencoe. |
| " | Tilbury. | " | Komoka. |
| " | Ridgetown. | " | London. |
| " | Romney. | " | Lucan. |
| " | Thamesville. | " | Melbourne. |
| " | Wallaceburg. | " | Mt. Brydges. |
| Lambton | Arkona. | " | Newbury. |
| " | Alvinston. | " | Parkhill. |
| " | Brigden. | " | Strathroy. |
| " | Bunyan. | " | Wardsville. |
| " | Camlachie. | Muskoka | Bracebridge. |
| " | Copleston. | " | Baysville. |
| " | Forest. | " | Gravenhurst. |
| " | Inwood. | " | Huntsville. |
| " | Oil Springs. | " | Port Carling. |
| " | Petrolea. | Nipissing | Copper Cliff. |
| " | Point Edward. | " | Haileybury. |
| " | Sarnia. | " | Millview. |
| " | Shetland. | " | North Bay. |
| " | Thedford. | | |
| " | Watford. | | |
| " | Wyoming. | | |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

| Counties and Districts. | Cities, Towns and Villages. |
|---|---|
| Nipissing | Sturgeon Falls. |
| " | Thornloe (New Liskeard P.O.) |
| Norfolk | Bloomsburg. |
| " | Delhi. |
| " | Port Dover. |
| " | Port Rowan. |
| " | Simcoe. |
| " | Waterford. |
| Northumberland | Brighton. |
| " | Campbellford. |
| " | Cobourg. |
| " | Cold Springs. |
| " | Colborne. |
| " | Gore's Landing. |
| " | Grafton. |
| " | Warkworth. |
| Ontario | Beaverton. |
| " | Brooklin. |
| " | Cannington. |
| " | Claremont. |
| " | Oshawa. |
| " | Pickering. |
| " | Port Perry. |
| " | Sunderland. |
| " | Uxbridge. |
| " | Whitby. |
| Oxford | Beachville. |
| " | Brownsville. |
| " | Drumbo. |
| " | Embro. |
| " | Harrington. |
| " | Ingersoll. |
| " | Kintore. |
| " | Plattsville. |
| " | Norwich. |
| " | Otterville. |
| " | Princeton. |
| " | Tavistock. |
| " | Tillsonburg. |
| " | Thamesford. |
| " | Woodstock. |
| Parry Sound | Burk's Falls. |
| " | Callender. |
| " | Depot Harbour. |
| " | Parry Sound. |
| " | South River. |
| " | Trout Creek. |
| Peel | Alton. |
| " | Belfountain. |
| " | Bolton. |
| " | Brampton. |
| " | Caledon. |
| " | Claude. |
| " | Inglewood. |
| Peel | Mono Road. |
| " | Mono Mills. |
| " | Port Credit. |
| " | Streetsville. |
| Perth | Atwood. |
| " | Listowel. |
| Perth | Milverton. |
| " | Monkton. |
| " | Mitchell. |
| " | Shakespeare. |
| " | St. Mary's. |
| " | Stratford. |
| Peterborough | Hastings. |
| " | Lakefield. |
| " | Norwood. |
| " | Peterborough. |
| Prescott | Hawkesbury. |
| " | Vankleek Hill. |
| Prince Edward | Picton. |
| Rainy River | Dryden. |
| " | Fort Frances. |
| Renfrew | Admaston. |
| " | Arnprior. |
| " | Cobden. |
| " | Douglas. |
| " | Forester's Falls. |
| " | Pembroke. |
| " | Renfrew. |
| " | White Lake. |
| Russell | Russell. |
| Stormont | Avonmore. |
| " | Cornwall. |
| " | Newington. |
| Simcoe | Alliston. |
| " | Angus. |
| " | Barrie. |
| " | Beeton. |
| " | Bradford. |
| " | Coldwater. |
| " | Collingwood. |
| " | Cookstown. |
| " | Creemore. |
| " | Elmvale. |
| " | Hillsdale. |
| " | Lefroy. |
| " | Midland. |
| " | Orillia. |
| " | Penetanguishene. |
| " | Stayner. |
| " | Sunnidale (New Lowell P.O.) |
| " | Tottenham. |
| Thunder Bay | Fort William. |
| Victoria | Bobcaygeon. |
| " | Cambray. |
| " | Fenelon Falls. |
| " | Kinmount. |
| " | Kirkfield. |
| " | Little Britain. |
| " | Lindsay. |
| " | Manilla. |
| " | Norland. |
| Victoria | Oakwood. |
| " | Omemee. |
| " | Woodville. |
| Waterloo | Ayr. |
| " | Berlin. |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

| Counties and Districts. | Cities, Towns and Villages. |
|---|---|
| Waterloo | Elmira. |
| " | Galt. |
| " | Hawkesville. |
| " | Hespeler. |
| " | New Dundee. |
| " | New Hamburg. |
| " | Preston. |
| " | Waterloo. |
| " | Wellesley. |
| Welland | Bridgeburg. |
| " | Fonthill. |
| " | Fort Erie. |
| " | Niagara Falls. |
| " | Port Colborne. |
| " | Ridgeway. |
| " | Thorold. |
| " | Welland. |
| Wellington | Alma. |
| " | Arthur. |
| " | Belwood. |
| " | Clifford. |
| " | Drayton. |
| " | Elora. |
| " | Erin. |
| " | Ennotville. |
| " | Fergus. |
| " | Guelph. |
| " | Harriston. |
| " | Morriston. |
| " | Mount Forest. |
| " | Palmerston. |
| " | Rockwood. |
| " | Speedside. |
| Wentworth | Dundas. |
| " | Hamilton. |
| " | Millgrove. |
| " | Lynden. |
| " | Saltfleet (Stony Creek [P.O.) |
| " | Waterdown. |
| York | Aurora. |
| " | Bracondale. |
| " | Deer Park. |
| York | Don. |
| " | East Toronto. |
| " | Highland Creek. |
| " | Islington. |
| " | King. |
| " | Maple. |
| " | Markham. |
| " | Mount Albert. |
| " | Newmarket. |
| " | North Toronto. |
| " | Queensville. |
| " | Richmond Hill. |
| " | Runnymede. |
| " | Scarboro'. |
| " | Schomberg. |
| " | Stouffville. |
| " | Sutton, W. |
| " | Thornhill. |
| " | Toronto. |
| " | Toronto Junction. |
| " | Unionville. |
| " | Weston. |
| " | Woodbridge. |

The above list may be classified as follows:—

| | |
|---|---|
| Free Libraries reporting | 131 |
| Association Libraries reporting | 230 |
| Free Libraries not reporting | 9 |
| Association Libraries not reporting | 40 |
| Public Libraries incorporated since 1st December, 1909 | 4 |
| Totals | 414 |

Deer Park, East Toronto and Toronto Junction libraries are now branches of the Toronto Public Library, and subject to the provisions of the Public Libraries Act are not at present included in the list of libraries entitled to share in the legislative grant.

## WHAT THE DEPARTMENT OF EDUCATION HAS RECENTLY DONE FOR LIBRARY EXTENSION IN ONTARIO

The human tendency of every man—good, bad and indifferent—is too often to betray greater interest in what is *going* to be done for him than what *has been* done already. It is well sometimes to take stock of our blessings up to date.

During the early days of 1908, 23rd of April—St. George's Day—four gentlemen, a special committee appointed by the Ontario Library Association, interviewed the Minister of Education on the question of increasing the monetary aid previously extended to Public Libraries in the Province.

The following suggestions were submitted to the Minister by this committee:—

"(1) *Re* Distribution of legislative grant.

Suggested basis (*a*):—

| | |
|---|---|
| Maintenance | $50.00 |
| Reading Room | 15.00 |
| Classification | 10.00 |
| Half on books (up to $300.00) | 150.00 |
| Half on magazines (up to $100.00) | 50.00 |

(*b*) Qualification of librarians to be recognized as basis for additional grants.

(*c*) Cost of installing an approved classification to rank as if same money had been spent on books that year.

(2) *Re* qualifications of librarians:—

(*a*) A course of study and examinations to be drawn up. Any one completing this course and taking prescribed examinations to be given a certificate by the Education Department, and this certificate to be recognized in connection with increase in grant.

(*b*) The Education Department to encourage attendance of librarians at Library Training Schools as they are doing with teachers."

The Minister having taken these suggestions into deliberate consideration, and after consultation with the late Inspector Leavitt and others, amendments to the old Act of 1897 were drafted, and after a thorough thrashing out by the law clerks, and with the valuable help of the judges who formed the Board of Law Revision, the following basis for the distribution of the annual legislative appropriation was decided upon:

| | |
|---|---|
| Maintenance | Nothing. |
| Reading Room | $10.00 |
| Classification and Cataloguing—50% of the cost of material purchased. Hence no fixed amount | ..... |
| *Half expended on Books (up to $400.00) | 200.00 |
| Half expended on Magazines (up to $100.00) | 50.00 |
| | $260.00 |

A cash maximum grant of $260.00 against a maximum of $275.00, as suggested by the Ontario Library Association.

* This $200.00 on books was to be apportioned thus:—50% on amount expended on *non-fiction* and 45% of the above 50% to be allowed on *fiction*.

(*b*) No provision was made in the Act for recognition of the qualification of librarians as a basis for extra grant, but arrangements have since been made for establishing a Summer Library School in Toronto for the training of librarians, a

Windsor Old Public Library.

Windsor New Public Library.

proportion of whose expenses while taking a course might be in part defrayed by the Government and in part by the municipality, which in certain States of the United States is made compulsory. Certificates of efficiency after passing prescribed examinations to be issued by the Department, which might probably be recognized as a basis for an extra grant to those libraries employing certificated librarians.

(*c*) The principle that "the classification of a library should rank the same as if the money had been expended on books" has been adopted and amplified, for 50% of the cost on all cataloguing and classifying materials purchased is now allowed. In addition to which, and of far greater value than even the half cost of materials, the services of an expert Classifier and Cataloguer are given to any library *free of expense,* for the purpose of (1) introducing the Dewey Decimal System in any library making application; (2) the card cataloguing of all or a reasonable proportion of its books, and (3) giving free instruction to the local librarian.

The approximate cost of materials for a library, say of 4,000 books, would be about $39.00, and the services of an outside professional expert if engaged, from $5 to $15 a day, besides the wages of qualified assistants. A total saving to a library of, say, 4,000 books of about $125.00.

As to the Committee's suggestion for a "training school" for librarians (Section 2, paragraphs "a" and "b" as above), it has already been arranged for. (See my comments upon paragraphs "b" and "c" in Section 1.)

From the foregoing it will be seen that every one of the Committee's suggestions (except as regards "Maintenance") have not only been met by the Minister on a cash basis of $260.00 as against $275.00, but most valuable additional aid has been extended in the way of *free services* and the *halving* the cost of materials for classifying and cataloguing of far greater cash value than "$10.00 for classification," as suggested by the Committee.

In addition to the preceding gratuities, a library can now earn a grant of from $5 to $20 on its annual receipts, if these are not over $500.

The Library can also obtain the services of a Departmental "Book-repairer and binder" *free,* in addition to the payment by the Department of half the cost of necessary materials used.

Also, and of still greater importance, the Minister has agreed to the payment in future of a maximum grant of $25 towards the maintenance of any struggling, deserving library to be provided out of any unexpended residue of the appropriation, in accordance with the revised regulations now in the printer's hands.

The Minister of Education has also agreed to donate to small deserving libraries unable to buy more books, packages of from 25 and upwards of new but slightly worn books from the Travelling Library stock.

The Minister also allotted in 1910 the sum of $1,000 to be expended on technical books for loaning to any Public Library, for the special use of the resident artizans in certain industrial centres where no night schools or technical classes exist. The Minister of Education has also increased the grant to the Ontario Library Association, besides assuming payment of all the expenses connected with holding the Twelve Library Institutes every year, including the expenses of delegates, the printing of programmes, etc., formerly paid for by the Ontario Library Association.

The Minister of Education in 1909, to show his sympathy with library extension, also undertook to pay the expenses of the special committee of the Ontario Library Association that visited the United States for the purpose of finding out what steps the leading libraries in that country had taken to promote technical edu-

cation. During the past year he also provided that the expenses of one representative from the Ontario Library Association to the Annual Convention of the American Library Association at Mackinac Island be paid by the Department.

The cost of editing, publishing and circulating a Quarterly Bulletin of Selected Books, containing about 400 titles, with a few pages of useful facts for the information of library workers, is also borne by the Department of Education.

If any man desirous of reaching a just understanding of the exact position will trouble to read the foregoing record of *what* the Department of Education has done for the Public Library movement in Ontario during the past year, and the provision that has been made for the future; he cannot be other than surprised and satisfied at the liberality and concern displayed by the Minister of Education in the cause of library extension.

## PAYMENT OF ANNUAL GRANTS

### DIRECTIONS FOR FILLING IN THE ANNUAL REPORTS

New blank forms of Annual Reports of all Public Libraries have been prepared with a few changes, which it is hoped will make it easier for Secretaries, Treasurers, and Librarians, to fill in than formerly, and which,—as nothing impossible is asked for—must be entered up in accordance with instructions or good reasons given for non-compliance, for, otherwise they will have to be returned until correctly rendered. Much carelessness and indifference has been exhibited in this respect in the past by many library officials who at the same time are always ready to express surprise at the length of time sometimes taken to apportion their respective grants.

On page 1 of the blank reports the following additional information has been asked for (1) the Assessment of the municipality or township as near as can be ascertained. This will form a guide as to the ability of a municipality to contribute to the maintenance of a library, and the extent to which it might subscribe.

(2) Under head of "Receipts" the balance brought over from the previous year must always be entered correctly. In many instances this has not been done. This previous year's balance is not taken into account when estimating the current year's receipts which must be less than $500 in order to participate in the bonus as described in Section 23, sub-section 2, clauses, c, d, e, and f of the Public Libraries Act of 1909.

(3) Under "Other Sources of Revenue" each item should be entered separately, and in the case of receipts from *entertainments,* &c., the net proceeds only should be shown.

(4) In respect to the item "Salaries" under Expenditure it must be filled in *separately,* and not included in "Rent, etc.," as heretofore. The object of this is obvious.

(5) Under the item of number of and amount expended on books of non-fiction and fiction, both for adults and juvenile, under "Expenditure"—right-hand top of page 1—each must be entered and extended separately, and must correspond in respect to number of books bought, to the number entered in columns Nos. 1 and 2 in "Number of Volumes Purchased," in the left-hand bottom corner of same page 1. There must be no grouping of "Juvenile" books with "Adults." The Inspector in making up the proportion of grant to which a library is entitled on account of books, includes, under the present Departmental ruling, *fiction with non-fiction in the case of Juveniles.*

*Page 2.* (6) In the blank spaces for inserting the "number of hours and days of the week" on which Library and Reading Room are opened, on *each* dotted line utilized, *the time must be clearly written;* "ditto" and "ticks," such as " " ", having led to great confusion.

(7) Under the head of "Newspaper and Magazines" purchased, only those *actually purchased,* not *donated* must be entered, and so correspond with the accounts and amounts charged for the same articles in the invoices.

(8) The form of Declaration has been slightly changed in order that the share of responsibility resting on the Secretary and Treasurer and Librarian may be more fairly placed.

(9) Nothing must be written in the lower space on page 3 which is reserved for the use of the Department.

*Page 4.* (10) The invoices and receipts as hitherto called for in the last paragraph of page 4 must be made out in duplicate. The duplicate copies to be retained by the Secretary for reference.

*Page 5.* (11) This page for making out the statement of Expenditure in detail on account of Books, &c., purchased, is now printed *separately* in order that it can be attached to and for ready filing with the Invoices.

These latter must, of course, show that the articles were bought and paid for during the current year, and received by the Librarian before December 31, *whose signature must be attached.*

Compliance with many of these essential and important provisions has frequently been omitted in the past. The co-operation of all interested is requested.

## INSPECTION

"Reading without a purpose is sauntering, not exercise. More is got from one book on which the thought settles for a definite end in knowledge, than from libraries skimmed over by a reading eye. A cottage flower gives honey to the bee; a king's garden none to a butterfly."—Lytton.

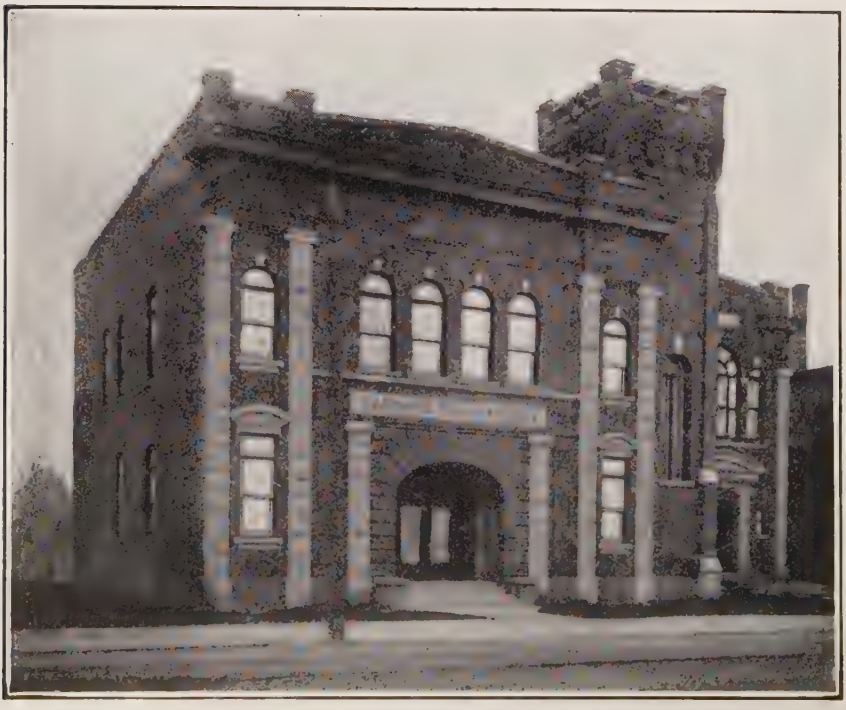
While fewer libraries have been inspected than had been arranged for, the cancelling of some visits, owing to the accumulation of work, was unavoidable.

If present plans can be carried out, and now that I have obtained a fair insight into the field of work under my supervision and have mastered some of the more pressing problems, inspection can, I hope, be carried out on a more extended scale. Notwithstanding prevailing disabilities, the following libraries, in addition to those elsewhere enumerated, have also been visited and inspected since taking office:—

Amherstburg.
Aurora.
Beaverton.
Belleville.
Berlin.
Brantford.
Brockville.
Burford.
Chatham.
Collingwood.
Don.
Dundas.
Fort Frances.
Fort William.
Gananoque.
Hamilton.
Highland Creek.
Kenora.
Kingston.
London.
Lindsay.
Morrisburg.
Newmarket.
Niagara.
Niagara Falls.
North Bay.
Orangeville.
Oshawa.
Ottawa.
Penetanguishene.
Port Arthur.
Port Credit.
Port Hope.
Rainy River.
Runnymede.
Sarnia.
Sault Ste. Marie.
Stratford.
St. Catharines.
Thornhill.
Toronto.
Wallaceburg.
Walkerville.
Weston.
Woodstock.
Windsor.

As these and the others already referred to are situated in a territory bounded only by the extreme limits of the Province, it will be apparent that the ground

Fort William City Hall and Public Library.



Sault Ste. Marie Public Library.

covered in inspecting was of great area. The total distance travelled, including the United States, Mackinac and Kenora trips, on official work, during the year ended, exceeded twelve thousand miles.

On the Western tour to Port Arthur, the Rainy River* and Rat Portage country, I hoped to have organized one or more Library Institutes. While this was not done, the whole question was thoroughly gone into and future plans mapped out. It is hoped that next summer two additional Library Institute Districts will be established, one at North Bay, the other at Thunder Bay. Most successful meetings were held at North Bay, Sault Ste. Marie, Port Arthur, Fort William, Fort Frances and Kenora. I visited Rainy River immediately before the great forest fires swept the Minnesota side at Baudette and a part of the Ontario frontier, causing a great loss of property and several lives.

At Fort Frances, which had made no return since 1905, a revival of interest resulted, largely due to the energy of Mayor Herbert Smith, Mr. Osborne and a few others. Mr. Preston, M. P. P., heartily supported a re-organization of the Library. Regrettably, neither the Secretary nor Treasurer was present at the meeting. The library contains 1,339 volumes. At Rainy River little was accomplished. The Mayor would not attend the meeting, the only two present being Rev. Mr. Lofthouse, and Mr. Orr of the Public School. The town was stated to be in financial difficulties. At Kenora an enthusiastic meeting was held, Mayor Rideout presiding, with Sheriff Humble, Dr. Marshall and other prominent citizens present. The Library is doing admirable work under the new Librarian, Mr. Bevan. Efforts are to be made to erect a building in keeping with the importance of the place as a resort for tourists, miners and sportsmen.

Fort William, under the great activities of Miss Black, who is a most capable librarian, is making splendid progress. The services of Miss Black, who volunteered to supervise the circulation of the eight Travelling Libraries in the isolated region back of Thunder Bay, are deserving of recognition. This work is referred to elsewhere.

At Port Arthur, library matters are somewhat at a standstill, notwithstanding the work of Mrs. Wink, the Librarian, Mr. A. L. Russell and Mr. Howell. Both Port Arthur and Fort William are handicapped, owing to their proposed new library plans being rejected by Mr. Carnegie. It is hoped that certain modifications will shortly ensure acceptance.

At Sault Ste. Marie a full meeting of the Trustees was held and interest in library work aroused, due to an active Board and the assistance of Mr. Plummer and Mr. Rudlin, the secretary. This library was burned out in 1907, and only 350 books saved. The library is in the keeping of Miss Champion, whose knowledge of books has been of great assistance. It had been hoped to organize a Library Institute at the "Soo," but instructions written to Mr. Furse, chairman of the Board, were not followed and a premature meeting was held before my arrival. I desire to record my appreciation of the deep interest displayed in the work of Library extension by Mr. Hearst, M. P. P., who promised his practical co-operation. At the "Soo" I addressed, by request, the pupils at the High School.

At North Bay a most important meeting was held, through the efforts of Mr. Alex. Browning, K.C., the secretary, mainstay of the Library, Mr. Mackenzie, of the Custom House, presiding.

Neglected by the former librarian, new interest has been aroused by Mrs. A. J. Huntington, the present incumbent, with the support of Judge Valin and others.

* I have a sentimental interest in the Rainy River country, having been a fur trader at Fort Frances in 1874.

The Board has applied for a Carnegie grant for a new building. At the invitation of Mr. A. Casselman, the Principal, I addressed the staff and students of the new Normal School.

Prominent among other places, Windsor, with its exceptionally able Board and fine library, and Walkerville, with a similarly active executive, are doing great work. While the latter town is not seeking a Carnegie grant, it is rumored that wealthy local business men will erect a new building. The present quarters, though bright and attractive, under Mr. Eastman, librarian, are not large enough for the purpose. At Amherstburg, Rev. Mr. Nattress, a devoted worker, Mr. Auld and Miss Garratt, the librarian, are turning out "bricks without straw." It is promised that a move will be made into better quarters—sadly needed.

Kingston gave the Inspector a warm reception. Clear sky followed a storm. A determined, capable and deeply interested Board of Trustees, realizing the importance of proper housing, have transferred the library from its old uninviting upstair quarters to a most commodious and accessible detached building on a prominent corner. There being still a doubt as to whether Kingston had received the full amount of the grant to which it was entitled last year, a third analysis of the Annual Report and invoices, rendered by the Secretary, Mrs. Dr. McConville, twice returned for correction, shows that, while these were incomplete and unsatisfactory, the grant paid was really in *excess* of the small amount to which the library was entitled, owing to its almost exclusive purchase of fiction. Kingston is to be congratulated on its awakening and under the vigorous chairmanship of Dr. Ross and such live men as Mr. James Reddon and Mr. Strachan, and the work of the new and thoroughly competent librarian, Mrs. Kennedy, the future of Kingston's Public Library is assured. Had the Secretary—with the Minute Book, etc.—kept an appointment with the Inspector, a more detailed story of the Library would have been possible. (See also article on "Struggling Libraries.")

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## ONTARIO LIBRARY ASSOCIATION

The tenth annual meeting of this Association was held in Toronto, Monday and Tuesday, March 28th and 29th, 1910, in the Mining Building, University of Toronto, with a large attendance. The meeting opened at 10.45 o'clock. It would be well, I think, if this could be re-organized as the "Canadian Library Association."

In prefacing his Annual Report, Mr. E. A. Hardy told how the words "Tenth Annual Meeting" took his mind back to June, 1900, when he had the pleasure of meeting the late Mr. R. J. Blackwell, then Librarian of London Public Library; Mr. E. A. Geiger, Secretary of Brockville Public Library, and other Canadian library workers. "They had gathered," he said, "at the meeting of the American Library Association in Montreal. After six years' hard work by myself, as Secretary of the Lindsay Public Library, assisted only by help from Mr. James Bain, Toronto; Mr. Tytler, Guelph, and a few others, through correspondence.

"The natural consequence was a meeting in the office of Mr. Gould, Librarian, McGill University, to discuss the formation of a Canadian Library Association. Those present were: Mr. James Bain, Toronto; Mr. H. J. T. Lee, Toronto; Mr. C. H. Gould, Montreal; Mr. McLachlan, Montreal; Mr. R. J. Blackwell, London; Mr. E. A. Geiger, Brockville; Miss Brock, Montreal; Miss Fairbairn, Montreal; Mr. E. A. Hardy, Lindsay. The unanimous opinion was that an organization

should be formed, and a committee consisting of Messrs. Bain (Chairman), Hardy (Secretary), Gould, Blackwell, and Lancefield, was appointed. The committee met in the Toronto Public Library, Oct. 19th, 1900, drafted a constitution, selected provisional officers and planned for the first annual meeting for Easter Monday and Tuesday, 1901.

"The purposes of the proposed Association were set forth in a paper by the Secretary, on 'An Outline Programme of the work of the O. L. A.' This was published in full in *Public Libraries,* July, 1901, and treated the subject under the following heads: I. Assistance to Libraries; II. to General Public; III. to Schools, and IV. to Sunday School Libraries."

Mr. Hardy referred to the work of the Secretary during the past year being unusually heavy, and hoped that the representatives of the libraries at the Library Institutes held throughout the Province during the past year would be active in memorializing their municipal and county councils for increased revenues, and it was hoped that they would enlist the active interest of the local Members of Parliament. Too much praise cannot be accorded Mr. Hardy for the untiring manner in which the work has been accomplished.

His Honour Judge Hardy, in delivering his annual address, referred to the Public Library situation in Ontario; he said, in part:—

"Many of us can remember when people of some eminence looked on the work of public libraries with considerable scepticism, not to say cynicism. With the advent of Mr. Carnegie into the library field, with his unique and splendid generosity—he desired to give him credit, for he was a millionaire, and they didn't get credit for anything—the library work received a great impetus. Along with Mr. Carnegie's splendid work, our own Government have been aiding library work in a very practical way, and have been on the lookout to follow up suggestions that have been made from time to time. We are grateful for that assistance. . . . The question of public libraries in Ontario was a living one. . . . It was not necessary now to justify the public library."

"The Library Institutes," he declared, "were formed particularly for looking after the small libraries, some of which were decadent, owing perhaps to the enforcement of the regulations passed a few years ago, to which they were not able to conform, and that in older days were passed over." He believed, however, in holding them strictly to account, and if they could not be put right and made of service to their community, "they should not be allowed to drag along; and, *the Institutes should take cognizance of such libraries within their jurisdiction.*"

The Report of the Special Committee on Technical Education in Public Libraries was presented by Mr. D. M. Grant.

The report, an extremely valuable one, was prepared by the special sub-committee, consisting of the Chairman, Mr. D. M. Grant; the President of the Association, His Honor Judge Hardy, and Mr. E. A. Hardy, Secretary. This Committee, together with the Inspector of Public Libraries, Mr. W. R. Nursey, were appointed by the Minister of Education to visit, at the expense of the Department, and investigate certain convenient libraries and other institutions in the United States for the purpose of seeing what had been accomplished there in the direction named. As this report as addressed to the Minister of Education has already been printed in full in the Annual Proceedings of the O.L.A. for 1910, copies of which have been mailed to every library in the Province, it is unnecessary to reproduce it here. The reading of this splendid report was listened to with keenest interest, and an instructive discussion ensued.

In summing up the question of direct technical education through the Public Library, the report concluded as follows:—

"As to the matter of instruction through the public library by any such scheme as Correspondence courses and examinations and recognition of such work by Government certificate or diploma, the Committee do not feel at present able to offer any definite suggestions. They quite realize the possibilities of such a scheme, but they also realize the difficulties and feel that a great deal of consideration would need to be given to such a matter before it should be pronounced upon."

### THE LATE INSPECTOR T. W. H. LEAVITT

The following timely tribute was paid by the Executive to the late Inspector of Public Libraries, Mr. T. W. H. Leavitt, whose wise counsels and wonderful grasp of the library situation are more and more missed by the present incumbent of the office as the days go by.

"His genial manner, his grasp of the library situation and his high ideals for the libraries of this Province made him an exceedingly valuable public servant. Though hampered by ill-health, he made his short tenure of office count for a very great deal in the improvement of our library situation. We mourn his departure and will always hold him and his work in high esteem."

The following resolution was unanimously carried:

"That the Ontario Library Association desires to place upon record its sense of the great loss which the Public Libraries and the cause of education generally in Ontario has suffered through the death of T. W. H. Leavitt, Esq., late Inspector of Public Libraries. By his zeal and ability he was instrumental in bringing about a great revival in the interest in public libraries. His work, which was of a permanent nature, will long remain as his best monument."

To the present Inspector kindly and encouraging references were made.

The sympathetic co-operation of the Minister of Education and the Deputy Minister and the free and generous assistance extended by the Department was referred to appreciatively.

The Report of Professor A. B. Macallum, Treasurer, showed receipts amounting to $526.19, and expenditures of $250.55, showing a balance on hand of $275.64.

The following officers were elected for 1910-1911:—

President—A. W. Cameron, B.A., Woodstock.

First Vice-President—L. J. Burpee, F.R.G.S., The Public Library, Ottawa.

Second Vice-President—C. R. Charteris, M.D., The Public Library, Chatham.

Secretary—E. A. Hardy, B.A., 81 Collier Street, Toronto.

Treasurer—H. H. Langton, B.A., University of Toronto.

*Councillors.*

Geo. H. Locke, M.A., The Public Library, Toronto; W. F. Moore, The Public Library, Dundas; Mrs. E. J. Jacobi, Librarian, Public Library, Oshawa; David Williams, The Public Library, Collingwood; D. M. Grant, B.A., The Public Library, Sarnia; H. J. Clarke, B.A., The Public Library, Belleville; His Honor Judge Hardy, ex-President, The Public Library, Brantford.

## THE FOLLOWING IS A SUMMARY SHOWING THE DEVELOPMENT AND CHANGES IN THE SYSTEM OF ADMINISTRATION OF THE MECHANICS' INSTITUTES IN ONTARIO CONSEQUENT UPON LEGISLATION INTRODUCED PERIODICALLY AFTER THE YEAR 1800, AND THE AMENDMENTS TO THE PUBLIC LIBRARIES ACTS UP TO 1900

(*Compiled from data collected by Mr. E. A. Hardy and from various other sources.*)

The first library organized in Ontario was that in Niagara, which was established 8th of June, 1800.

In 1835, Parliament granted aid by special Acts to the Mechanics' Institutes of Toronto and Kingston, the former receiving $800.00 and the latter $400.00. A Mechanics' Institute was incorporated in Brantford in 1836, in Hamilton in 1849 (organized in 1839), in Dundas in 1841, in London in 1842, and in Niagara in 1848.

In 1851 an Act was passed for the better management of Library Associations and Mechanics' Institutes. At this time the term "Public Library" was applied to school libraries. In 1851 grants of $200.00 were paid to ten Mechanics' Institutes. Six years later grants of $200.00 were paid to fifty-eight Mechanics' Institutes in Upper Canada and a Board of Arts and Manufactures incorporated. Each Mechanics' Institute in Upper Canada elected one delegate for every twenty of its members, but only if such Institute had paid one-tenth of its annual Government grant to the Board of Arts and Manufactures.

In 1858 one hundred and forty-three Institutes and Library Associations in Upper and Lower Canada received aid. Of these only forty-nine reported. The total annual grant to Mechanics' Institutes and Library Associations at this time was $36,500.00.

In 1858 grants ceased to be paid to Mechanics' Institutes in Upper Canada.

In 1868 payment of these grants was resumed.

Meanwhile, in 1864, only six Institutes were represented on the Board of Arts and Manufactures, namely, Cobourg, Dundas, Hamilton, London, Toronto and Whitby.

A Committee of the Board reported that "every facility should be afforded the industrial classes to make themselves better acquainted with the physical, artistic and mathematical principles," and that "while liberal public provision is made for the education of persons intending to follow various learned professions they could not see that it was less important that the working classes should be provided for."

In 1865 the main impediment to usefulness, according to the Minister of Agriculture, was that with $2,000 per year, not one of the objects sought to be attained could be fully carried out.

Before the Board of Arts and Manufactures was abolished in 1868, and its library transferred to the Department of Agriculture, an Association of Mechanics' Institutes (in conformity with 31 Victoria, Cap. 29, Section 24) was organized. In 1868 the Mechanics' Institutes were placed under the supervision of the Commissioner of Agriculture and Public Works (31 Victoria, Cap. 29, Section 25). This Act authorized a Government grant of $1.00 for every dollar obtained from local sources up to $200. Thirteen Institutes received grants during this year and a classified catalogue of technical books was prepared by the Department.

In 1869 the amended Act recognized general literature, in addition to technical books. The results of the evening classes being very disappointing, the Min-

ister expressed belief that encouragement of class instruction in Mechanics' Institutes "would assume more serious form if means were provided to sustain in part a scientific school with pupils."

In 1871 34 Vic., Cap. 23, Section 6, increased the maximum grant from $200 to $400, and gave $2.00 for every $1.00 from local sources, and class instruction in Mechanics' Institutes was recommended to include such technical subjects as related to the every-day pursuits of the working population.

In 1872 35 Vic., Cap. 32, Section 5, 6, 7, 8 and 9, while providing for the inspection of Mechanics' Institutes, limited the extension of Government aid to those Institutes only that were located in cities, towns and incorporated villages.

In 1873 the amended Agriculture and Arts Act (Clause 25) further provided for the Government grant to be expended on "works of history, travel, poetry, biography and philosophy," in addition to those allowed by the Act of 1871, and limited the expenditure on the reading room to one-quarter of the Government and local grants.

The meetings of the Association of the Mechanics' Institutes were discontinued in 1880, but not before appeals were made to Government for larger grants and complaints made as to insufficiency of annual inspection of libraries.

Prior to this, in 1879, a convention of twenty-three Mechanics' Institutes was held at Toronto and forty-nine delegates were present. It was then recommended that 20 per cent. of the annual grant should be used for books of fiction: the first recorded recognition of fiction in the libraries.

In 1880 43 Vic., Cap. 5, authorized the transfer of Mechanics' Institutes from the Department of Agriculture to the Department of Education, thus recognizing them as factors in the educational system of the Province.

In 1882 the Free Libraries Act was passed (45 Vic., Cap. 22), providing for the transformation of Mechanics' Institutes into Free Libraries. *Toronto was the first free library created under the Act.*

No reference apparently exists in respect to Evening Classes being held between 1850 and 1858.

From 1859 to 1867 inclusive, the Government grants on this account were discontinued.

In 1870, however, eight evening classes are recorded, and in 1879, nineteen.

In 1887 the amended Act provided that Mechanics' Institutes, with a membership of 50, and annual subscriptions of $25.00, were to receive $25.00 annually, and that Mechanics' Institutes, with a membership of not less than 100, and with annual subscriptions of not less than $50.00, were to receive $50.00 annually.

In addition to this, dollar for dollar was also allowed upon books up to $150.00, but only 20 per cent. of this for fiction; also dollar for dollar on reading rooms up to $50.00, and $3.00 for every pupil up to 25 in a class, and $1.00 for every additional pupil not to exceed $100.00.

In 1895 all previous Acts were consolidated (58 Vic., Cap. 45), providing for the continuance of "every free library established under the Libraries Act and every Mechanics' Institute "which were to be "continued as Public Libraries," and that the grant for Mechanics Institutes should be set apart for public libraries and distributed as per the Regulations of the Department of Education, the basis of allotment being one dollar for every dollar invested by the Library Board in books up to $200.00 in cities, $150.00 in towns, and $100.00 in all other cases; also dollar for dollar on newspapers and magazines up to $50.00 for each reading room; also the sum of $3.00 for every pupil where evening classes had been established, provided the class was composed of 25 pupils or less, with an extra dollar per pupil over 25 not to exceed $100.00 for evening classes."

It also provided that for every Government dollar an equal amount had to be contributed by the municipality, corporations or from some other sources. Local Boards were compelled to duplicate the purchases of books, etc., made with government money. The Board expenditures increased so rapidly that they soon exceeded the amount of the grant. A reduction necessarily followed until libraries received only from 60 per cent. to 70 per cent. of the nominal grant, but which yet in many cases still reached the maximum of $200, $150 and $100.

In 1900 the Ontario Libraries Association was organized.

The revised Act of 1909 in part met the difficulties enumerated above, which were consquent upon the Act of 1895. This Act as assented to on the 13th April, 1909 (Cap. 80), is the Act now in force, under the provisions of which the Public Libraries and Literary and Scientific Institutions and Art Schools of Ontario are either wholly or in part operated and under which all are paid.

### BRANCH LIBRARIES

This is a feature of Library policy and administration that has to be reckoned with. Conceding that the primary purpose of a Library is for the circulation of books and where the Province encourages this under well considered Regulations by a system of annual grants in cash, it may be accepted, I suppose, as a general principle that all libraries complying with the provisions of the Act are entitled to the same pro rata consideration.

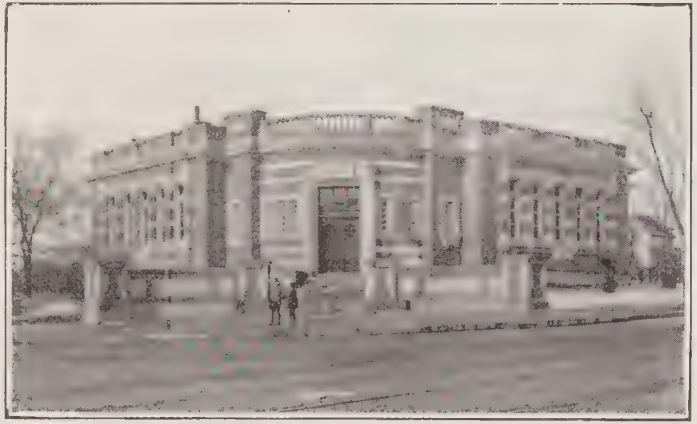
A demand was made in 1910 for the payment of an annual grant to the Branch Libraries of the Toronto Public Library and a somewhat accented correspondence arose between the Chief Librarian and the Inspector over the question, which, notwithstanding my elastic interpretation of the Act, remained a moot one. While anxious that every Library that could qualify, whether large or small, should participate in the appropriation voted by the Legislature, there were certain limits even to a flexible interpretation of the Library Act that I was compelled to respect, for it involved the apportionment of the Legislative appropriation, for the legal allotment of which the Inspector of Public Libraries is properly held responsible. While my sympathies are undoubtedly with the small struggling Libraries, my recognition of the rights of each and every Library has been regulated solely by an impartial application of one abstract principle.

Mr. Locke insisted that the Toronto Branch Libraries were per se, distinct libraries and though governed by the one Central Board of Administration were separate units, or in other words, independent libraries, and he took the ground that in withholding a grant from the Branch Libraries, "the Government did not wish to do justice to the work which he was trying to do in the Branches."

This was not, of course, a fair way of stating the case.

The Minister of Education has shown in every instance, "all along the line" practical evidence, not only of his desire, but of his intention—as witness his instructions to the Inspector, and carried out in practice—that he more than recognizes the importance of contributing in every way possible under the Act to the promotion of Library extension.

Under my interpretation of the Act, I could see no way to meet the demands of the Toronto Public Library. The Chief Librarian quoted the opinion of his Board who stated that "they thought the Librarian was justified in making the claim," but when asked to point out any clause of the Act under which the Inspector would find *legal* justification for recommending a grant to Branch Libraries, none was quoted to me. I suggested that the "possibly ambiguous phrasing of certain clauses of the Library Act under the analysis of the Board's legal advisor



TORONTO BRANCH LIBRARIES

1. Yorkville Branch.
2 Queen and Lisgar Branch.
3. Western Branch.
4. Riverdale Branch.

might, perhaps, be found to contain some measure of relief, if presented to the Minister of Education," but I was duly and rather cruelly reminded that "it was quite clear that the opinion of the Toronto Library Board was not the opinion of the Inspector of Public Libraries," implying that I had been foolish enough to pit my layman's understanding of the Act against that of the very prominent legal gentlemen who were members of the Board. Of course this was not really so.

If each Branch Library was a separate Library under the Act, I had no alternative but to certify to a grant for each branch, but even this I could not do unless the Branch Libraries complied with an undisputed provision of the Act *which calls for an annual report from every library in the Province wanting to qualify, without which, no grant can be paid,* and it was only after repeated requests that I finally obtained a report of the West Toronto Library, which latter I had previously pointed out to the Chief Librarian *could,* in the circumstances, get a cash grant for that portion of the year prior to its being absorbed by the Toronto Public Library through civic annexation, if it would only comply with the Regulations.

This report was finally sent in *after* "the annual lists were closed," but an exception was made and a grant allotted and paid to the West Toronto Library, a prompt way of respecting tardy fulfilment of a legal obligation on the part of the Toronto Library, and surely not indicative of a desire that the "Government did not wish to do justice to the work which the Toronto Branch Libraries were doing."

The atmosphere is now clear.

I willingly continue to admit that Branches are an all-important department of modern library work, but if placed on an equality with the ordinary library, care would have to be taken that the books supplied them were not charged for twice, as might possibly be the case where interloan and exchange of books between branches and central libraries prevail. Each branch library would respectively have to send its own separate invoices of books, etc., purchased for its use and a separate statement of its annual receipts and expenditures.

The Branch system is designed to do extensive work covering a large area and dealing with a very numerous population. In a field so extended there are many problems to be considered; the respective merits of weakening a collection by distributing it over a large area or strengthening it by centralization; and the placing of the right book in the right branch when not available for all.

This interchange, as I believe has been adopted by the Toronto Library, placing the resources of the entire Library system at the command of any individual without expense, and making it possible in many cases to avoid the duplication of books in different branches.

I would respectfully recommend that if the case of the Toronto Branch Libraries cannot be met by a "rule" in the Regulations, legislation be introduced for the purpose of meeting the situation.

### SUNDAY OPENING

The question of Sunday opening having been raised, Mr. Braid, the well-known Secretary of the Windsor Library Institute, instituted inquiries asking an expression of opinion from thirteen libraries in the Province. The replies were as follows:—

*Belleville.*—Holidays, reading rooms only open. No Sundays.

*Berlin.*—Holidays, reading room 2 to 5 p.m. only. No Sundays.

*Brantford.*—Holidays, reading room, except Christmas and Saturdays.

*Chatham.*—Closed all holidays and Sundays. "Do not think it just to make librarians work while others are taking a holiday."

*Galt.*—Closed all holidays and Sundays.

*Guelph.*—Closed all holidays and Sundays.

*Hamilton.*—Holidays, reading room 10 to 1. Hopes building will be closed on all public holidays.

*Lindsay.*—Closed all holidays and Sundays. Gave holidays opening a trial and rescinded. Librarians entitled to holidays as much as other workers.

*London.*—Closed all holidays and Sundays.

*Ottawa.*—Closed all holidays and Sundays.

*Stratford.*—Closed all holidays and Sundays. Gave holidays a trial and dropped it.

*Toronto.*—Closed all holidays and Sundays.

*Woodstock.*—Holidays, reading room only from 2 to 5.30 and 7 to 9 p.m. with janitor in charge.

Personally the principle of Sunday opening appeals to me. The same librarian cannot, of course, be expected to work seven days in the week nor is it desirable, but where the services of an attendant can be secured for an hour or so, why not give access to the reading or reference rooms? It is noticeable that the *one* reason advanced against Sunday opening, and that in *two* instances *only,* is that librarians should, like the majority of workers, have Sundays free. The question of "principle" or expediency is not referred to.

In the State of Vermont the Library Commissioners report that "they consider the most important part of the State's citizenship is deprived of proper access to the library if no provision is made for Sunday opening." The man confined to his labour every day but Sunday should be able on that day to take his share of the public benefit provided by the State. Many libraries in Vermont have Sunday hours.

At the Public Library, Worcester, Mass., in the Main Library, the Sunday attendance was 19,801, and in the Children's Department, 5,870.

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## "THE CALIFORNIA COUNTY LIBRARY SYSTEM," THE "LEAGUE OF LIBRARY COMMISSIONS," AND "THE JUVENILE DEPARTMENT IN THE LIBRARY."

It has been found impossible in this Report to refer to many features of library work which, during the year, have engaged the attention of Library Boards and workers in Ontario. For instance, what is known as the "California County System," the "League of Library Commissions" the "Children's Department," and many other subjects. In respect to the first of these it is too soon to advocate, much less adopt a system that by certain United States authorities has not proved the success claimed for it.

In a review of this system as it now stands, an admitted authority on library matters in a recent issue of *Public Libraries* wrote that:

"This California Library Law, as a whole, is probably the most radical piece of library legislation ever enacted. The present law can never, as it stands, be accepted as satisfactory."

In respect to the establishment of a Board of Library Commissioners, these Boards, while doing excellent work, have apparently been instituted in those

States only whose form of government is not the same as that of this Province, which is similar to that of the State of New York, where the control and supervision of library work is vested in the State Department. Consideration of these questions must, perforce, be left for another year. The agenda confronting the reader of this Annual Report contains, I respectfully suggest, sufficient material to engage attention for the next twelve months.

The consideration of two other still more important features has had to be temporarily postponed—the "Juvenile Department in the Library," and the "Relation of the Public Library to the School Library" the more so, as the Public Library's first duty is to aid in the education of the child. Both the School Library and the Public Library have their own wonderful and special functions. Let these be kept distinct and amplified.

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### LIBRARY INSTITUTES

The following Library Institutes were held between November 9th, 1909, and November 25th, 1910. At all of these the Inspector was present:

1. Niagara, Nov. 9th, 1909, at St. Catharines.
2. Brantford, Nov. 10th, 1909.
3. Eastern, Nov. 10th, 1909.

Reports of the Proceedings of the above meetings appeared in the Inspector's Report for 1909.

1. London, January 18th, 1910.
2. Stratford, January 19th, 1910.
3. Georgian, January 20th, 1910—at Collingwood.
4. Guelph, February 8th, 1910—at Berlin.
5. Belleville, February 24th, 1910.
6. Lindsay, February 25th, 1910.
7. Orangeville, March 8th, 1910.
8. Chatham, July 13th, 1910, at Wallaceburg.
9. Brantford, July 15th, 1910, at Woodstock.
10. Eastern, August 23rd, 1910, at Ottawa.
11. Georgian, August 25th, 1910, at Penetanguishene.
12. Niagara, October 14th, 1910, at Niagara Falls.
13. York, November 25th, 1910, at Newmarket.

Sixteen Institutes in all.

#### LONDON DISTRICT LIBRARY INSTITUTE

The first meeting of this Institute was held at the London Public Library, with the Rev. Dr. Sage, Chairman of the London Public Library Board, presiding. After the inspection of the Library and registration of delegates, the meeting was held in the lecture-room of the library building.

His Worship Mayor Beattie, who welcomed the delegates, praised the Department of Education for their munificence in contributing so handsomely toward the purchase of books for the libraries of the Province and for defraying the expenses of the Library Institutes. He placed great emphasis on the library as a bureau of information, and dealt with the great possibilities in assisting the Public and High Schools and more especially the mechanics and manufacturers through the medium of the public library.

The following addresses, etc., were given:

"The Small Library, its Establishment and Finances," Norman Gurd, B.C.L.

"Reference Work in the Small Library," Miss Gray, London.

"Fiction and the Public Library," M. P. McDonagh, Director London Library.

"The Library Situation in Ontario," Walter R. Nursey, Inspector of Libraries.

"Assistance to Readers," Miss B. Mabel Dunham, Librarian, Berlin Library.

The meeting closed with a conference upon "Best Methods of Interesting the Public in the Public Library," His Honor Judge Hardy, President O. L. A., Brantford, and A. O. Jeffery, K.C., D.C.L., LL.D., London, being the chief speakers.

The Question Drawer was in the hands of Messrs. W. O. Carson and Norman Gurd.

It is impossible to insert lists of delegates and others present at the several Institutes, in this year's report, or the resolutions passed, owing to lack of space.

Officers of the London Institute District are:

Rev. C. R. Durrant, Melbourne, President.

Edgar M. Zavitz, Coldstream, Vice-President.

W. O. Carson, London, Secretary.

Council: R. G. Moore, Aylmer; Dr. Huffman, Forest; J. E. Ashton, Mt. Brydges; C. J. Stewart, Inwood; J. V. McDonald, Strathroy.

### STRATFORD DISTRICT LIBRARY INSTITUTE

The first Institute of this District was held at the Public Library, Stratford, January 19th, 1910.

The following was the programme and minutes of the proceedings as furnished by the Secretary:

Inspection of Stratford Public Library.

Words of Welcome—Mayor W. S. Dingman; James H. Smith, B.A., Chairman Library Board; J. Davis Barnett, C.E., Chairman Library Institute Committee.

Address—His Honor Judge Hardy, Brantford, President Ontario Library Association.

Address—W. R. Nursey, Toronto, Inspector Public Libraries.

Address—"Government Aid to Libraries." W. Brydone, B.A., Clinton.

Address—"The Small Library's Problems." Rev. W. H. Johnston, B.A., Chesterfield.

Conference—"The Best Method of Selecting and Purchasing Books." W. O. Carson, London.

### GEORGIAN DISTRICT LIBRARY INSTITUTE

The first meeting of this district was held at the Public Library, Collingwood, January 20th and 21st, 1910.

The programme was as follows:—

Inspection of Collingwood Public Library.

Address—"Libraries and Library Institutes." Walter R. Nursey.

Address—A Local Representative.

Address of Welcome—His Worship the Mayor.

Address—G. H. Locke, M.A., Chief Librarian, Toronto.

Paper—A Representative of the District.

Address—W. O. Carson, Librarian Public Library, London.

Address—A Representative of the District.

No records of the proceedings were furnished the Inspector.

The officers elected for the ensuing term were: President, Mr. A. H. Cuttle, Collingwood; Vice-President, Rev. F. W. Gilmour, Penetanguishene; Secretary, Mr. A. F. Hunter, Barrie.

Executive Committee: Miss H. Smith, Public Library, Barrie; Mr. W. B. Sloan (Churchill P.O.), Lefroy Public Library; Dr. F. D. Kent, Thornbury; Mr. D. Williams, Collingwood; Rev. F. Smith, Bradford; Rev. R. J. Sturgeon, Angus; Rev. Canon R. W. E. Greene, Orillia.

Penetanguishene was chosen as the next place of meeting.

### GUELPH DISTRICT LIBRARY INSTITUTE

The first Library Institute meeting of this District was held at the Public Library, Berlin, Ont., on February 8th, 1910.

The following is the programme:

Inspection of Berlin Public Library.

Words of Welcome—Rev. W. A. Bradley, B.A., Berlin, Ex-President O. L. A.

Address— W. R. Nursey, Toronto, Inspector Public Libraries.

"Canadiana"—T. G. Marquis, Brantford.

Address—"The Small Library's Problems." Dr. E. E. Kitchen, St. George.

Conference—"Selection and Purchasing of Books for Public Libraries." W. O. Carson, London.

### BELLEVILLE DISTRICT LIBRARY INSTITUTE

The first meeting of this District was held at the Public—"Corby"—Library on February 24th, 1910.

The following is the programme:—

Inspection of Belleville Public Library.

Words of Welcome—His Worship Mayor Marsh; Col. S. S. Lazier, Chairman Pub. Lib. Board, and Chairman Lib. Inst. Com.

Address—W. R. Nursey, Toronto, Inspector of Public Libraries.

"What the Public Library can do for the Workingman." Rev. W. A. Bradley, B.A., Berlin.

Address—"The Small Library's Problems." A Local Representative.

Address—"The Mission of the Public Library." G. H. Locke, M.A., Toronto.

Upon the suggestion of Mr. Nursey, a committee was appointed to look into the condition of the smaller Public Libraries in the Belleville District.

The following were nominated and elected: Chairman, Mr. Walker, Librarian, Belleville; Miss McEvers, of Cobourg; Miss Holmes, of Picton; Miss Edwards, of Napanee.

### LINDSAY DISTRICT LIBRARY INSTITUTE

The first Institute for this District was held in the Lindsay Library, 25th February, 1910.

Owing to the illness of the Secretary, Mr. G. S. Patrick, no report of the proceedings is obtainable, the lady from Oshawa who acted as Secretary having made no return.

### ORANGEVILLE DISTRICT LIBRARY INSTITUTE

The first meeting of the Orangeville District was held on Tuesday, 8th March, 1910, at the Public Library, Orangeville. Following is the programme:—

Inspection of Orangeville Public Library.

Words of Welcome—His Worship the Mayor, Chairman Public Library Board, Chairman Lib. Inst. Com.

Address—W. R. Nursey, Toronto, Inspector of Public Libraries.

Address—"How to Make Libraries Useful and Interesting to Those They are Supposed to Serve." David Williams, Collingwood.

Address—"What the Public Library can do for the Workingman." Rev. W. A. Bradley, B.A., Berlin.

Address—"The Library Problem." (With special reference to the small Library.) Alex. Steele, B.A., Orangeville.

Paper—"Encouraging Intensity of Reading Rather Than Extensity." Dr. John Graham, Mono Road.

Burgess, Owen Sound; D. L. McKinnon, Priceville.

Of 31 Public Libraries in the Orangeville District, 20 were represented. The twelve not represented were: Lorne Park, Port Credit, Streetsville, Glen Cross, Honeywood, Relessey, Chatsworth, Dundalk, Dromore, Holstein, Maxwell and Feversham.

The following were elected as the officers for the ensuing year:

President, A. Steele, Orangeville; Vice-President, H. H. Burgess, Owen Sound; Second Vice-President, Dr. C. F. Moore, Brampton; Secretary, Dr. M. W. Berwick, Grand Valley; Councillors: J. Taylor, Hanover; R. C. Davidson, Lake Charles; Mr. Mortimer, Honeywood; Rev. R. J. S. Adamson, Shelburne; W. J. Young, Durham; Miss Stark, Bolton.

It was moved by Mr. Burgess, of Owen Sound, and seconded by J. B. Smith, of Alton, and carried, That the councillors (with power to add to their numbers) act as a committee to investigate and report on the condition of the smaller libraries in this District which are not represented at this meeting.

It was decided to hold the next Institute at Orangeville.

### CHATHAM DISTRICT LIBRARY INSTITUTE

The third annual meeting was held at Wallaceburg, 13th July, 1910.

The following was the programme:—

Inspection of Wallaceburg Public Library and Reception of Delegates.

Addresses of Welcome—Mayor McDonald, D. A. Gordon, M.P., Rev. M. J. Brady, P.P.

Address—"The Small Library and Its Difficulties." Norman Gurd, K.C., B.C.L., Ex-President Ontario Library Association, Sarnia.

"Financing the Small Library." A. Denholm, Warden, County of Kent, Blenheim.

Question Drawer—E. A. Hardy, B.A., Toronto, Secretary O. L. A.

Address—W. R. Nursey, Toronto, Inspector of Public Libraries.

Paper—"The Trustee's Duty to the Library." Rev. M. C. Tait, M.A., Wallaceburg Public Library; Dr. A. Voaden, B.A., St. Thomas Public Library.

Answers to the Question Drawer. E. A. Hardy, B.A.

Paper—"How we Purchase Books." F. P. Gavin, B.A., Windsor; Rev. Mr. Kelly, Watford; W. O. Carson, Librarian Public Library, London.

Paper—"Purchasing Books." Fred Stone, Chatham Public Library.

Paper—"Assistance to Readers." Miss Mabel Dunham, B.A., Librarian Public Library, Berlin.

North Bay Public Library.

Dundas New Public Library.

Address—"Technical Education in the Library." His Honor Judge Hardy, Brantford.

Mr. A. B. Carscallen, President of the Institute, introduced Mayor McDonald, who welcomed the delegates, followed by Mr. D. A. Gordon, M.P., and Dr. Mitchell.

Mr. Norman S. Gurd, of Sarnia, read a paper, "The Small Library and its Difficulties," which was most warmly received. Rev. W. J. Ford, of Watford, and Judge Hardy gave some explanation as to what should be done and what was done in some of the States of the United States. Mr. Gurd's paper referred to matters that would effect changes in the Library Act in order to bring them into force and effect.

A very hearty vote of thanks was tendered to the Wallaceburg Public Library Board for their entertainment of the delegates.

### BRANTFORD DISTRICT LIBRARY INSTITUTE

The fourth annual meeting of the Library Institute for the Brantford District was held in Woodstock Public Library, July 15th, 1910. A large number of delegates from the counties of Brant, Norfolk, Oxford and Wentworth were present, and a great deal of interest manifested.

The programme presented was as follows:

Inspection of Woodstock Public Library.

Addresses of Welcome—His Worship Mayor Scarff, Wm. Munro, Chairman Library Board.

Annual Address—Dr. E. E. Kitchen, President.

Address—L. J. Burpee, Ottawa.

Address—"Problems of the Small Library." J. Garfield Gibson, Ingersoll.

Paper—Miss Mylne, Paris.

Address—Walter R. Nursey, Inspector Libraries.

Address—"The Public Library and Technical Education in its Relation to Agriculture." Prof. J. B. Reynolds, Ont. Ag'l. Col. Introduced by His Honor Judge Hardy.

Address—"The Library and Technical Education in its Relation to the Manufacturer and Mechanic." J. R. Shaw, Mgr. Canada Furniture Co.

Address—T. G. Marquis, M.A., Brantford.

Address—David Williams, Collingwood.

President, Dr. E. E. Kitchen, St. George; Secretary, E. D. Henwood, Brantford; Executive, Wm. Imrie, Tillsonburg; J. M. Steele, Dundas; J. Garfield Gibson, Ingersoll; R. A. Duncan, Embro; Miss M. E. Mylne, Paris; Miss Della Griffin, Waterdown.

The President, Dr. E. E. Kitchen, was unable to be present.

Judge Hardy, of Brantford, presided, and Mayor Scarff and Mr. Wm. Munro and the Public Library Board welcomed the delegates.

Mr. Munro stated that Woodstock was the second place in the Province to have a public library and that ever since 1835 library work had been carried on.

Judge Hardy referred to Dr. Kitchen's work in building up the Institute, and paid a high tribute to Mr. Andrew Carnegie. He said that last year some $50,000 went from the city of Brantford to the Correspondence Schools of the United States. The libraries should give the young men the information.

The following officers were elected for the coming year: President, J. R. Shaw, Woodstock; Secretary, E. D. Henwood, Brantford; Executive, W. H. Johnston, Chesterfield; Miss J. Potter, Dundas; Mr. A. E. Green, St. George; Miss Jackson, Simcoe; Miss M. Mylne, Paris; E. J. Cody, Embro.

EASTERN DISTRICT LIBRARY INSTITUTE

The Eastern Institute was held in the splendid lecture hall of the Carnegie Library at Ottawa on August 23rd, 1910, H. Otto Klotz, LL.D., F.R.S.C., Chairman of the Ottawa Library Board, presiding.

The following admirable programme was presented:

Presidential Remarks—Otto Klotz, LL.D., F.R.S.C., Chairman Ottawa Library Board.

Address—"The Small Library and Its Public." A. W. Cameron, B.A., President Ontario Library Association, Woodstock.

Address—"Some Problems of the Small Library." Miss Alma Beatty, Librarian Pembroke Public Library.

Address—"The Child and the Book." Miss Miriam Solomon, Children's Librarian, Ottawa Public Library.

Address—"Reference Work for Small Libraries." A. E. Proulx, Ottawa Public Library.

Address—"Library Developments in Ontario." W. R. Nursey, Inspector of Public Libraries, Toronto.

Address—"The Charging System." Miss M. Charlton, McGill Medical Library.

Address—"The Romance of the Ottawa Valley." Benjamin Sulte, LL.D., F.R.S.C., Ottawa.

Address—"The McGill Library School. C. H. Gould, B.A., Librarian McGill University.

Question Drawer—E. A. Hardy, B.A., Secretary O. L. A., Toronto.

The papers read and addresses given were notable contributions to library literature and of a high order. The conduct of the affairs of the library and the meeting, under Mr. Burpee's expert direction, was deservedly eulogized. Miss Bessie Sutherland, Secretary to the Librarian, acted as paymaster.

The following resolution was passed unanimously: "That this Institute respectfully urges upon the Minister of Education and Government the importance, in the interests of the libraries of the Province, of making better provision for the office of the Inspector of Libraries, so that he may be enabled to cope with the ever-increasing needs of the libraries of the Province, and particularly have the aid of one or more competent assistants in visiting and inspecting the four hundred libraries throughout the Province, a task which is obviously quite beyond the power of the one man."

GEORGIAN INSTITUTE

The second annual meeting of this District was held at the splendid new Carnegie Public Library, Penetanguishene, August 25th and 26th, 1910 The following is the programme:—

No report of this most interesting meeting was procurable. The holding of this second Institute in the Georgian District was a departure from the regulations, but was arranged as a concession to the special requests of the Executive of the District, who, it was hoped, would have secured the attendance of library delegates who were not present at the Institute previously held at Collingwood. In this respect the object largely failed; notwithstanding this, however, though the gathering was small, the enthusiasm was great; some excellent speeches and addresses were given and some capital work accomplished.

The morning meeting was held at the summer hotel on the Bay Shore, where the delegates were housed, and which should prove an ideal place for future meetings.

### NIAGARA DISTRICT LIBRARY INSTITUTE

The third annual meeting of the Niagara District Library Institute was held in the new Carnegie Public Library building at Niagara Falls, October 14th, 1910.

The programme, was an excellent one and well carried out.

Inspection of Niagara Falls Public Library.

Addresses of Welcome—His Worship Mayor O. E. Dores. Chairman Public Library Board, Mr. W. H. Arison.

Address—"The Public Library and Our Local History." Miss Janet Carnochan, Niagara.

Address—"How We Started a Library on Modern Lines." Dr. George B. Snyder, Ridgeway.

Address—"The Library in Relation to Our Public School." Miss M. E. Smith.

Address—"What the Department of Education is Doing for the Public Library." Mr. Walter R. Nursey, Inspector of Public Libraries.

Address—"Public Library Problems." Mr. Norman Gurd, B.C.L., Sarnia.

Paper—"Notes from Accession Book, Niagara Falls." Miss M. T. Butters, Librarian, Niagara Falls.

Question Drawer—Dr. Norman Waler, Niagara Falls.

Address—"Financing a Library." Mr. W. H. Arison, Niagara Falls.

Talk—"Establishing Domestic Science Classes." Miss E. S. Fitzgerald, M.A., Thorold.

Paper—"Selection and Purchase of Books." W. J. Robertson, B.A., LL.B., St. Catharines.

Rev. David Moir, member of the Niagara Falls Board, took the chair, in the absence of Mr. W. H. Arison. The meeting opened with the Lord's Prayer repeated in unison.

Mayor O. E. Dores—See Niagara Falls *Record,* October 14th.

Dr. G. B. Snyder—See page ——, of this Report.

The following officers were elected:—

President, Dr. G. B. Snyder, Ridgeway; Vice-President, Andrew Rodgers, Jarvis; Secretary-Treasurer, Dr. Norman Walker, Niagara Falls; Committee, S. Aitchison, Grimsby; Sheriff Dawson, St. Catharines.

### YORK DISTRICT LIBRARY INSTITUTE

The first annual meeting of the York Library Institute was held in the Young Men's Club Room at Newmarket on November 25th, 1910.

Dr. F. A. Dales, of Stouffville, was elected Chairman *pro tem.,* and Mr. A. Cody, Secretary.

The following programme was submitted:—

Addresses of Welcome—His Worship Mayor P. W. Pearson. Chairman Public Library Board, Mr. Geo. D. Fortune.

Address—"The Public Library Finances; Chief Items of Income and Outgo." Mr. A. F. Hunter, B.A., Barrie.

Address—"How We Started a Library on Modern Lines." Dr. George B. Snyder, Ridgeway.

Address—"What a Public Library Might do for Its Community." Rev. W. F. Cornell, Newmarket.

Address—"The Library in Relation to Our Schools." Mr. J. Corneil, Principal Public Schools, Newmarket.

Address—"What the Department of Education is Doing for the Public Library." Mr. Walter R. Nursey, Toronto, Inspector of Public Libraries.

Address—"Public Library Problems." Mr. David Williams, Collingwood.

With Dr. Dales in the chair, after an address of welcome from Mayor Pearson, the Institute, under the direction of the Inspector, W. R. Nursey, was organized and nominating and resolutions committee elected.

At the meeting of the Executive Committee, Mr. Harry Durrant, Secretary-Librarian of Runnymede, was elected President of the York Institute, and Miss Florence Sosnowsky, Librarian of the Weston Public Library, Secretary.

The following were elected as an Executive Committee:—

Dr. F. A. Dales, Stouffville; James Muirhead, Don; J. D. Evans, Islington; R. A. Stiver, Unionville; W. M. Pearson, Newmarket, and Miss F. Sosnowsky, Librarian, Weston.

At the afternoon session the attendance had appreciably increased.

In forwarding to the Inspector the minutes of the meeting, the Chairman of the Newmarket Library Board, Mr. George D. Fortune, wrote in part as follows:—

"I might say that while the meeting was certainly a 'frost,' so far as attendance was concerned, the results, so far at least as we are concerned, will be a thousandfold better than we deserve. We wish you every success in your 'splendid efforts.'"

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## HISTORIES AND DESCRIPTIONS OF PUBLIC LIBRARIES WHICH HAVE NOT APPEARED IN INSPECTOR'S PREVIOUS REPORTS

| | | | |
|---|---|---|---|
| Dundas | Ontario | Runnymede | Ontario |
| Kenora | " | Sault Ste. Marie | " |
| Fort William | " | Toronto | " |
| Niagara Falls | " | Wallaceburg | " |
| Ingersoll | " | Walkerville | " |
| Lucknow | " | Windsor | " |
| North Bay | " | | |
| Regina | Saskatchewan. | | |
| Winnipeg | Manitoba. | | |

### DUNDAS PUBLIC LIBRARY

In January, 1910, the ratepayers declared for a free Public Library, and to take over the books and other assets of the then non-free Public Library.

The new Library building is of buff coloured brick, with corner columns, base and upper portions of white stucco. The corner entrance with Roman stone pillars, and approached by cement steps with substantial abutments, presents a most attractive appearance.

The spacious distributing counter in a central location enables the Librarian to keep a supervising eye over the whole main floor. The large ceiling beams and interior pillars are of white plaster and the walls finished in stucco. The interior woodwork is of brown dull-finished pine and the stacks, magazine-counters, chairs, racks and railings of quarter-cut oak.

The basement contains (1) a lecture room of similar finish to the main floor which will accommodate small audiences of 250 people, (2) furnace and coal rooms, (3) storage room.

Total cost of building and furnishing $12,000, donated by Mr. Andrew Carnegie.

Site donated by Lt.-Col. J. J. Grafton, of Dundas. Lighting—Electric. Heating—Low-pressure steam. Capacity of Stacks—10,000 volumes. Number of Volumes in Library—8,000. Classification—Dewey-decimal system. The open shelf system has been adopted. Board for 1910—Chairman, J. W. Lawrason (Mayor); Sec.-Treas., Chas. Draeseke; S. J. Lennard, Lt.-Col J. J. Grafton, H. Angold, Jas. Hourigan, Lt.-Col. W. E. S. Knowles, Chas. O'Connor, Thomas W. Whalley. Librarian, Miss Jessie Potter, B.A.

### KENORA, formerly RAT PORTAGE

In the year 1893 a Public Library was established in this town, under Part III. of the Act and continued as such until the year 1906, when the board took steps which resulted in the establishment of a Free Library. The Library building in use at present is situated on Main Street, in the most accessible part of the town. Dimensions 60 by 20 feet.

The Library is open every day (Sundays and legal holidays excepted) from 9 a.m. till 9 p.m., thus affording the public every convenience in the selection and return of books. In Mr. Bevan the Board has a most efficient librarian, which is evidenced not only in the largely increased circulation, but in the care and general management of the library as well.

With reference to the matter of a Library Building a deputation of the Board waited on the Town Council and pressed the matter on their attention with what results are not as yet known.

The Board, as at present constituted, is as follows: The Mayor (*ex officio*); representing the town, J. W. Humble, R. E. Preston, E. A. Appleton.

Representing the Board of Education, M. Seegmillar, Dr. Marshall (Sec.-Treas.) Representing the Separate School Board, Thos. Walsh and Jos. Derry.

### FORT WILLIAM

Miss M. J. L. Black, the librarian, writes:

"This library was organized in 1886 as the 'C.P.R. Employees' Library.' The original funds were raised by popular subscription, the C.P.R. providing light, heat and janitor, as well as the room itself. For twelve years they also gave an excursion for the benefit of the library.

"In January, 1908, the city carried a by-law granting the library an income of half a mill. In view of this rate, the library was to be absolutely free to all comers. That same month I was engaged to re-organize the library, with the understanding that it was to be done without stopping the circulation of any of the books. It is now complete in every detail. We have a very full subject catalogue, which is arranged in one alphabet with the titles and authors. The shelf list is complete, and the accession records have also been taken. We installed the Brown charging system. Our membership is now 1,794. We have a Children's Story hour, and have used the newspapers most successfully for publicity purposes. I found the books in a very bad condition—the years in the C.P.R. roundhouse were not conducive to either cleanliness or care. I used unsuccessfully various mending materials and finally devised a binding bench, and in the last six months have rebound nearly a

thousand books. We did not attempt to put new covers on any, nor trim the edges, but the product is certainly very strong and serviceable. We bound on tape, and glued with Gaylord's flexible glue.

"Our Board consists of Messrs. W. J. Hamilton (Chairman), J. A. Underhill (Sec.-treasurer), C. W. Jarvis, J. Whitehurst (Mr. Whitehurst has been on the board ever since it was organized in 1886), D. D. Grant, F. O'Hagan, W. W. Southon, Dr. R. J. Manios and the Mayor, Mr. L. L. Peltier. My assistant is Mrs. Margaret Berggren."

### NIAGARA FALLS PUBLIC LIBRARY

The Niagara Falls Public Library Board, feeling their need of a building, at the request of the Board, Mr. W. H. Arison wrote Mr. Carnegie, asking for a grant of $15,000, with a motion of the City Council, guaranteeing the necessary amount for maintenance.

On Mr. Carnegie promising the amount, a by-law was passed, authorizing the purchase of a site, and a building committee appointed from the Council and Library Board.

Work on the building was begun in July, 1909, and finished in February, 1910, the formal opening taking place on the twenty-second of the month. Cost of building proper, $13,894; furniture, $1,456; site, $1,200.

The building is of pressed brick, two stories with basement; size of building, 50 x 50 feet. Lundy's Lane Historical Society Museum, 36 x 14 feet; Lecture Room, 27 x 14 feet; Work Room, 17 x 14 feet; Furnace Room, 19 x 14 feet; Coal Room, 9 x 14 feet; Men's Lavatory, 7 x 9 feet; Store Room, 17 x 15 feet.

First Floor.—Vestibule, 8 x 14 feet; General Reading Room, 30 x 23 feet; Children's Room, 30 x 18 feet; Stacks, 14 x 36 feet; Librarian's Office, 14 x 9 feet 6 inches; Lavatory, 8 x 8 feet; Delivery Room, 8 x 20 feet.

Second Floor.—Auditorium, 47 x 32 feet; Board Room, 8 x 10 feet; Reference Room, 15 x 15 feet; Class Room, 15 x 15 feet.

The building is heated by steam, lighted by electricity; wood used for interior and furniture, golden oak. Height of stacks, 7 feet.

Members of Board for 1910: Mr. W. H. Arison, Chairman; L. F. Harrapp, Secretary-Treasurer; Wm. Duncan, Rev. Wm. Bevan, Rev. David A. Moir, Dr. Norman Walker, Louis Drago, J. Cleveland Gates.

Librarian, Miss Mary T. Butters. Assistants, Miss Jessie Geary, Miss Louise Moore. Use Card Catalogue, Dewey Decimal Classification. No age limit.

### INGERSOLL PUBLIC LIBRARY

A public meeting was called in the Council chamber of the town of Ingersoll on November 12th, 1880, to organize a Mechanics' Institute. At this meeting the following officers and directors were elected:

President, James Noxon; Vice-President, Charles H. Slawson; Secretary, N. Hayes; Treasurer, H. Richardson; Directors, R. W. Woodroofe, J. A. Williams, M.D., A. McKay, M.D., R. J. Robertson, Rev. R. N. Grant, W. B. Nelles, J. Warnock.

The Mechanics' Institute continued to exist in a greater or less degree of efficiency in providing a library for its members until the year 1890, when a Free Library By-law was carried, and the property of the Mechanics' Institute was transferred to the Free Library Board. The first Free Library Board consisted of the following members:

Niagara Falls Public Library.

Ridgeway Public Library.

Chairman, H. I. McDiarmid; Secretary, W. Briden; Treasurer, L. C. Menhennick; H. Richardson, J. Sinclair, G. O'Callaghan, M. J. McDermott, J. McKay, M. T. Buchanan (Mayor of town).

In the year 1909, on the request of the Town Council, Mr. Andrew Carnegie offered to give a grant of $10,000 for the erection of a Carnegie Library building. A joint committee, consisting of W. Mills, S. M. Fleety, J. L. Patterson, representing the Council; J. G. Gibson, R. J. Robertson, W. Briden, representing the Library Board, was appointed to take charge of the work.

The Merchants' Bank donated a central lot as a site for the building.

Mr. T. W. Nagle was chosen architect, and J. E. Coulter was awarded the contract for erection of the building, at a cost of $8,765.00.

Other items of cost were: Plastering basement, $90.00; electric wiring, $76.00; electric fixtures, $127.00; architect's fees, $550.00; hot water heating plant, $707.00 (for which the Town Council made a grant sufficient to meet the cost); steel stacks, $290.00.

The new building has been occupied by the Library since July 1st, 1910. It is constructed of pressed brick, with stone trimmings.

The Free Library Board for 1910 consists of the following members: J. G. Gibson, Chairman; W. Briden, Secretary; L. C. Menhennick, Treasurer; R. J. Robertson, H. F. McDiarmid, S. King, J. Murphy, J. Moore, and A. McKay, M.D.

### LUCKNOW PUBLIC LIBRARY

The building cost in the neighbourhood of $11,000. Of this amount, Mr. Andrew Carnegie contributed $7,500, the Corporation paying the balance. The walls of the building to ground floor windows are of concrete blocks, and the superstructure of Milton red pressed brick. The dimensions of the building are 45 feet by 65 feet; of the reading room, 22 feet by 52 feet; of the Board room, 22 feet by 42 feet; of the auditorium, 43 feet by 61 feet. The seating capacity of the auditorium is 500. The furnishings of the reading room—book-racks, tables and chairs—are of quarter-cut oak, supplied by the Lucknow Furniture Co. Mr. A. P. Stewart, of Lucknow, was the architect. The building was erected in 1910. Mr. George H. Smith is the Secretary.

### NORTH BAY PUBLIC LIBRARY

At a meeting of the North Bay Board of Trade, held on the first of June, 1895, a committee, Messrs. L. P. Snyder, D. J. McKeown and A. G. Browning, was appointed to arrange for a public meeting to be held in the Court House, for the purpose of discussing the advisability of organizing a Public Library in North Bay, under the Public Library Act of 1895. The Committee waited upon the Mayor, Dr. Carruthers, and a public meeting was held on August 30th. Mr. Wm. Mackenzie acted as Chairman, and Mr. Wm. B. Way as Secretary. Mr. L. P. Snyder, who had been for some time agitating for the formation of a public library, addressed the meeting at length. Other addresses were given by Mr. D. Purvis, President of the Board of Trade; Reverends Bridgman and Young, Messrs. A. G. Browning and D. J. McKeown, and Reverend Father Bloem.

A resolution by Mr. Browning to organize a Public Library and elect a Board of Management was carried.

At the first meeting of the Board, September 4th, 1895, Mr. A. G. Browning was elected President, Mr. J. M. McNamara Vice-President, and Mr. L. P. Snyder Secretary-Treasurer; constitution and by-laws adopted, and arrangements made for purchase of books and renting of room.

At a Board meeting, 14th August, 1896, a recommendation made by Dr. May, Inspector of Public Libraries, was discussed, when it was moved by W. J. Mill, seconded by D. J. McKeown, that a petition be presented to the Town Council for the appointment of a Board of Management, as provided for in Clause 3 of The Act respecting Public Libraries, and that the Library be made a free Library, and a by-law was passed by the Town Council in accordance with the petition.

In the same year Judge Valin was elected President, and remained in office until 1897. Miss A. Begg was Librarian from the time the Library was organized until 1909, when Mrs. A. Huntington was appointed.

The present officers of the Board are: Wm. McKenzie, Chairman; A. C. Ames, D. J. McKeown, J. B. McDougall, G. Spencer, A. G. Browning and Judge Valin. A. G. Browning is Secretary-Treasurer.

### RUNNYMEDE PUBLIC LIBRARY

(From the *Runnymede Booster,* November, 1910.)

"Runnymede has reason to be proud of its Public Library. The Library was organized by a number of public-spirited men on October 15th, 1909.

"Several gentlemen who do not live in Runnymede, but who realize the educational value of a Public Library, subscribed immediately they were asked to do so. The York Township Council made a grant of $25.00 to help on the good work. The Government Inspector of Public Libraries paid a visit of inspection, and expressed satisfaction with what had been done; the Government grant, though small, was earned, and on Thanksgiving Day of 1910 the first sod of the site upon which the new building is being erected was turned by Mr. Shunk.

"The children revel in their monthly 'Story Hour,' and display an immense interest in what they see and hear."

Mr. H. M. Wodson, who is entitled to recognition as the father of the movement, in referring to the work in the new Library building, writes that "the members of the Board are all working at night on the building. . . It does my heart good to see how the chaps fall in line. . . It was an awful job to get to the point where the posts went in, but one day among my friends I begged $20.00 which I took to a special meeting, and said, 'Gentlemen, here's a foundation to your building fund; you must build'—and they are building."

The lessons taught by the story of Ridgeway and Runnymede, which shows what can be accomplished by united action and go, should sink into the hearts of all rural library workers, create a thirst for action in respect to library extension, and give courage to many a halting country Board.

Mr. Harry Durrant, the enthusiastic Secretary-Librarian, was recently elected Chairman of the York District Library Institute.

### SAULT STE. MARIE PUBLIC LIBRARY

On January 13th, 1890, a meeting was called by some of the citizens of Sault Ste. Marie, to consider the matter of forming a Mechanics' Institute in the town. The first officers of the Institute were Moses McFadden, President; Dr. Swan, Secretary, and John Dawson, Treasurer. The membership fee was fixed at $1.00 and steps taken to raise money to buy books. During the year the sum of $393.70 was raised by subscriptions, fees, Government grant and grant from the town council.

By March of the first year a room had been obtained, books bought, magazines and papers subscribed for and the Institute started on its way. The Reading room was kept open daily except Sunday from 2 to 5.30 o'clock in the afternoons and from 7 to 10.30 o'clock in the evenings, and the Secretary was made Librarian, and instructed to let the books out on Friday night of each week.

As the years went on it was found that a reading room kept open without proper attention was of little avail, and the number of hours it was kept open was continually reduced, until, in 1893, the town council, who owned the room, actually rented it over the head of the Institute and had to be persuaded to reconsider their action.

On May 9th, 1894, a permanent Librarian was appointed in the person of Miss Vaillancourt, and the Library and reading room were kept open daily. The second Librarian was Miss Brown, who was succeeded in 1900 by Miss M. L. Champion, the present Librarian, who has done much in the interests of the Library by her knowledge of books and the needs of the reading public.

For a number of years the Library was located over the old postoffice. It was turned out of the quarters to make room for the High School.

This state of affairs led to an application being made to Andrew Carnegie for a grant, and in 1902 the sum of $10,000 was received by the town to build a Carnegie Library on the usual terms. This Library was built by the town council, in connection with the new municipal buildings then being erected.

On March 6th, 1907, the Library and Municipal buildings were destroyed by fire, and nothing was saved but some 350 books, which were then in the hands of borrowers. The Library was again driven into temporary and unsatisfactory quarters. As the Library had obtained $4,500 insurance on the building, an application was immediately made to Mr. Carnegie for an additional grant of $5,500 to restore the building. This was granted on May 4th, 1908, and steps were immediately taken to erect the present commodious and satisfactory building. As they have now a building suitable for their purposes, the Public Library Board are directing their attention to the matter of making the Library as useful as it possibly can be made to the citizens of the town, and more particularly to the many skilled labourers and mechanics engaged in the extensive works under the control of the Lake Superior Corporation.

### WALLACEBURG PUBLIC LIBRARY

The Library was completed and opened December, 1907. Material used in building, red brick, trimmed with artificial Roman stone. Woodwork, Georgia pine. Entrance ceiling, oak panel work. Ceilings, first floor, 15 feet; basement, 10 feet, excepting the auditorium, which is 11 feet. All metallic ceilings. Walls, plaster, covered with three coats paint.

Heated by steam. Fuel, natural gas. Radiators in basement on ceiling, and all heating satisfactory. Town having no water works the water is supplied by pump and gasoline engines. Tables, quarter-cut oak. Stacks, oak; height, 6¼ feet; length, 10 feet. Stack room can easily be enlarged. Lighted throughout with electricity, with chandeliers and table lamps. Company furnish electricity free, for town franchise, five years.

"Free access to book room. No age limit. Children's room is very well patronized. In basement there is a men's reading, smoking and checker room, which is also well patronized. A room of this kind should be in all libraries. Have no cast iron rules to make the citizens who patronize it feel as if they were

in prison. The Board contemplates adding technical books along the line of our town industries."

The Library Board consists of the following members: Dr. Mitchell, Chairman; T. B. Dundas, A. B. Carscallen, Capt. J. Scott, A. J. O'Flynn, Harry Smith, Father Brady, Rev. M. C. Tait, Mayor W. J. McDonald.

The Secretary and Librarian is H. E. Johnson, who has held the office since the Library was instituted in 1908; also Dr. Mitchell has been Chairman of the Board ever since.

### WALKERVILLE PUBLIC LIBRARY

On May 4th, 1904, the question of instituting a Public Library in the town of Walkerville was submitted to the ratepayers, and they favoured the idea almost unanimously, only eight votes being cast against it. The first Board of Management consisted of Mayor J. E. Dobie, Messrs. D. McKillop, E. C. Russell and H. O. Kerr, appointed by the Municipal Council; and Messrs. H. J. Beaton, J. H. Coburn and C. J. Gardner, appointed by the Public School Board, Mr. Russell, Chairman, and Mr. C. J. Hallowell, Secretary.

In February, 1905, the Board leased quarters in the old Council Chamber, and began delivering books and maintaining a reading room, with Mr. John Edgecombe as Librarian, at which time there were 414 volumes on the shelves.

In April, 1905, the Librarian reported 213 readers on the roll, and a circulation of 726 volumes for that month.

In May, 1905, the Library was moved to the corner of Wyandotte and Kildair Road, owing to the old premises being torn down.

In September, 1906, the Board decided to buy property to build a Library upon at some future time, and purchased one lot in that year, and another adjoining it in 1907, and have now a total frontage of 100 feet on Devonshire Road. The main room is 30 feet by 53 feet, divided into a stack room of 20 feet by 30 feet, and a reading room, 30 feet by 33 feet. The Board also have a Board room, 17 feet by 25 feet. The rooms are well lighted and tastefully decorated, the walls being tinted in light green, and the woodwork and furniture throughout being of flemished oak.

There are at present 4,320 well bound and carefully selected volumes in the Library, and 30 magazines and periodicals are subscribed for monthly. The shelving is of the latest improved type, and the books are catalogued under the Dewey Decimal System, and the Brown Charging System is employed. The circulation is 1,800 volumes per month, and there are 668 readers on the register. The following will show the growth in circulation in this Library since its inception: 1904, none; 1905, 8,166; 1906, 12,782; 1907, 14,481; 1908, 17,627; 1909, 18,167; 1910, 20,000 (approximately).

The following constitute the present Board of Management: W. A. Ridout, Chairman; F. J. Miller, R. H. Revell, O. W. Ribardy, D. McKillop, M. Botsford, O. C. Tillman, Mayor C. L. Chilvers, H. O. Kerr; J. D. Edgecombe, Librarian, and Mr. J. S. Evans, Secretary-Treasurer and Assistant Librarian. The Board intend to erect a handsome and modern Library building as soon as circumstances warrant.

### TORONTO PUBLIC LIBRARY

The following interesting information is taken from the account supplied by Mr. George Locke, Chief Librarian:

"The Toronto Public Library is now 27 years old, having been established in 1883. The father of the library, and the man to whom the citizens of Toronto

owe a debt which is perhaps not well enough recognized, was the late Mr. John Hallam. Mr. Hallam was one of the few men who in those early days recognized the value of a public library as a means of providing the opportunity of education for those who had left school at an early age in order that they might enter upon their life work. It was owing to his enthusiasm, his pertinacity, and his farsightedness that we have to-day a magnificent library in the City of Toronto. His own library furnished the nucleus, and he was the first Chairman of the Public Library Board. The names of the members of the Board of Management at the first meeting of that Board in 1883 are worth recalling, namely: Mayor Boswell, Messrs. Geo. D'Arcy Boulton, John Hallam, W. H. Knowlton, James Mason, John A. Mills, Wm. Scully, John Taylor and Geo. Wright, M.D.

The Board was fortunate in the selection of its first Librarian, Mr. Jas. Bain, who with Mr. Hallam went to England and selected the books to the extent of $25,000, and thus were enabled to report at the close of the first year a Circulating Library of some 150,000 volumes. The quarter of a century during which Mr. Bain was Librarian was marked by continuous additions of books relating particularly to the early history of Canada and to the fine arts, and there has developed a Reference Department which places that Department at the head of all the libraries of Canada. . . . The departments of Biography, Geography, History, and Travel contain the best books that have been published during all these years. . . .

Toronto early adopted the Branch Library system, and in old St. Paul's Hall (in what was then Yorkville), and Bolton Avenue across the Don, and on Dundas Street (in what was then Parkdale) Branch Libraries were established. . . . But, they were little better than reading rooms until the donation of Mr. Andrew Carnegie, in 1903, of $350,000 for the Development of a Reference Library and Branches brought new life and power to the branch system. To-day the City of Toronto has the old Central Circulating Library on the corner of Church and Adelaide Streets, with its 40,000 volumes; a Reference Library on the corner of College and St. George Streets with 80,000 volumes and a Reading Room accommodating 300 readers, and unsurpassed for beauty and comfort. . . .

With the Reference Library is the College Street Branch, which rivals in circulation the Central Library, and has a Children's Room, where some 30,000 books a year are circulated to children alone. To this Library come children from the Public Schools to be assisted in their debates and lessons, . . . under the care of a special children's Librarian. The number of reference books alone used by these children runs sometimes as high as 2,000 a month. The seating accommodation is 75, and very often extra benches have to be brought in. This is a feature which is being developed with all Branch Libraries of the city, and bids fair to rival the attractions of the moving picture shows. . . .

It is worth while to see the interest that is displayed in this room and in the stereoscopic views, and the long line of children awaiting their turn to have the geographical map puzzles handed out to them for solution.

The Yorkville Avenue Branch, on Yorkville Avenue, west of Yonge Street, was the first built with Mr. Carnegie's money. It contains the books that were in St. Paul's Hall. . . . It takes care of the people of the middle northern district of the city.

The Branch at the corner of Queen and Lisgar Streets absorbed the old St. Andrew's Market and the Dundas Street Branches. It is a splendid modern building and is largely patronized by the people in that middle western section.

When the City of West Toronto was annexed there was in process of com-

pletion a library on Annette Street, the money for which was given by Mr. Carnegie. The Toronto Public Library completed the building and there is now in the extreme west portion of our city an excellent Branch, thanks to the energy of Mr. A. B. Rice and his fellow members of the old West Toronto Library Board.

The latest of the Branches, and the one which completes the donation of Mr. Carnegie, was lately opened on the corner of Gerrard Street and Broadview Avenue, and is called the Riverdale Branch. It absorbed the old Bolton Avenue Branch. This building is constructed on a new plan, so as to provide for economic supervision and has "radiating stacks." It is the best arranged library in the city. . . . The connection between the school work in Riverdale and the Library work is being well worked out, owing to the co-operation of the teachers of the Riverdale schools with the Librarian.

It is altogether possible that there will have to be three other Branches constructed, as three sections of the city are very actively demanding attention from the Public Library Board. These are East Toronto and the Beaches, north in Deer Park and vicinity, and the north-west portion of the city, all without library facilities. . . . But there is no money for construction, the ever present consideration of maintenance charges has to be considered before more branches can be established. Deposit stations may be organized and the experiment will be tried in Deer Park. . . .

The Reference Library is really the heart of the system, a distinctly educational institution. It has practically all the encyclopædias in the English language, as well as some in foreign languages; it has a collection of art books valued at thousands of dollars, and on the walls of its reading rooms, accessible to anybody, are 4,000 of the most useful of the books in the various departments of knowledge. It has also a collection which seems to be known to but a few who appreciate its value, namely, some 15,000 British, American and Canadian patents. It is the only place in Canada outside of the Patent Office at Ottawa where a complete collection of British patents may be seen, and lately there have been added to this collection complete finding lists of the British Patent Office.

The whole of the Reference Library is being classified and card catalogued by a department of experts, and it will soon be possible in this city to point to one of the most completely catalogued and accessible libraries in Canada. . . .

Reference has been made to the collection on the open shelves of the great Reading Room, to the thousands of books in the stack room, all being card catalogued and now accessible to the public, but special mention ought to be made of the 27,000 bound volumes of periodicals which form one of the most valuable Reference Libraries which one could imagine. Here may be seen complete sets of most of the important periodicals of the day, the value of which can hardly be estimated for the man who is looking up information in regard to a special department of knowledge. The interest of the Library in Canadiana is being kept up, and the extra illustrated editions of Canadian works form one of the greatest treasures in the Library. . . .

A collection of bound newspapers are kept in what is known as the "Newspaper Room," complete files of the local daily papers, and many of the papers of Ontario and Canada. There are over 700 volumes of these.

The system of registration has been completely changed. . . . Any resident of the city whose name is in the directory may procure at a library a ticket which allows him to take from the Library two books at a time, provided but one of them is fiction. If his name is not in the directory he is asked to have his

application countersigned by some one whose name is. . . . The ticket which the borrower procures is good at any Library in the city, and not restricted to that Library at which he registers . . .

The shelves of the Circulating Library are open to the public, that they are permitted to enter and examine the books and then decide which books they wish to take home. Open access is gradually being introduced in all the branches, and is in operation also in the Central Library at Church Street. . . . In the main the results have been satisfactory, and hundreds of people who never before came to the Library are now enrolled as borrowers. The philosophy of the movement might be summed up as a proverb from "Life," to the effect that "A book in the hand is worth two in the catalogue."

The circulation of books throughout the city is increasing very rapidly. . . . The increase in the use of books in the Reference Library in eighteen months is sevenfold, where 150 books was the daily average a year ago it is now 1,000 books a day, which justifies the statement that the Reference Library is the heart of the system and that it is a great educational institution.

Most of the Circulating Libraries are open from 9 o'clock in the morning until 9 at night. The Reference Library from 10 until 9.30.

The Library receives the best books that are published in the English language, and it has been adding during the past year French, German, Spanish, Italian and Yiddish books. It is supported by a revenue of one-quarter of a mill on the dollar. This means, that if a man is assessed for $1,000, he paid last year $17.25 for all other purposes, and 25 cents towards the Public Library. In all other cities of Ontario the rate is one-half mill on the dollar. . . .

A tribute should be paid to the members of the Public Library Board who serve the interests of the people without any remuneration and without patronage. Explanation of the latter term is, that all positions for assistants in the Public Library service are filled after examination, and the persons are chosen in the order in which they pass this examination.

The members of the present Board are:—A. E. Huestis, Chairman; His Worship the Mayor; Hon. Sir Glenholme Falconbridge; W. T. J. Lee; T. W. Banton; Norman B. Gash, K.C.; Hugh T. Kelly, K.C.; John Turnbull and Thos. W. Self.

Chief Librarian—George H. Locke. Assistant Librarian—E. S. Caswell."

### ADDITIONAL FACTS

The appended additional facts, the results of research among city records by the Inspector of Public Libraries, or in part communicated, emphasize certain incidents and throw light upon other men's endeavours only touched upon in Mr. Locke's interesting account. Without more extended reference to Mr. Hallam's chief associates, the story would hardly be complete.

While the late Mr. John Hallam is certainly deserving of the title of "The Father of the Public Library in Toronto," for it was owing to his efforts that legislation was passed providing for such; it is also to the late Mr. John Taylor and to Colonel James Mason that the ultimate starting of the Toronto Library is equally due. Both worked hard to have the by-law carried by the people. This entailed much time and expense, for the public was not favourably disposed. When application was at last made to the City Council for a grant of $50,000 to enable the trustees to purchase books, etc., to start the Library, the then Mayor, *ex-officio* a member of the Library Board, was not in favour of giving the grant. The matter was in

Regina Public Library. Reference Room.

City Hall and Public Library, Regina, Saskatchewan.

Fort Frances City Hall and Public Library.

the hands of the Executive Committee, numbering probably one-half of the whole City Council. The late Mr. H. E. Clarke, Chairman of this Committee, was also opposed to aiding the starting of the Library. Confronted with such opposition, Mr. Hallam, meeting with no success in his repeated efforts to obtain the grant, appealed to Colonel Mason to interview the Committee. At this time the latter was President of the Toronto Mechanics' Institute, a Subscription Library, the members of which consisted of annual subscribers and life members. The Institute owned the building on the corner of Adelaide and Church Streets, where the Central Library now is. It had a very fair collection of about 7,000 books, including some rather rare and valuable volumes. When the Free Library by-law was passed, it was felt it would be difficult to longer maintain the Institute in the face of the fact that the establishment of a Free Library meant a much better collection of books, newspapers and periodicals than the Institute Library could afford. At a full meeting of the members of the Institute, Colonel Mason proposed that they should hand over to the City of Toronto all their property, consisting of the building and its contents. After some opposition, he succeeded in obtaining full assent, and was authorized to make the conveyance to the city. Though the building had a mortgage upon it there was a large equity besides. When an appeal for the Public Library was made by Colonel Mason at a full meeting of the Executive Committee of the City Council, it became apparent that Mr. Hallam had not clearly presented the case. While most of the members were won over the leaders remained obdurate. To bring the matter to an issue, the President of the Mechanics' Institute, formally tendered to the city the gift of all its property for the purpose of establishing a Free Library. This had the desired effect. Such a gift could not well be refused. Having accepted it, there was only one thing left for the Committee to do, which was to recommend payment of the grant that had been asked for. This was done and the Toronto Public Library became an accomplished fact.

When the Mechanics' Institute passed out of existence in the manner described, the members presented Colonel Mason, its President, with an illuminated address. On the occasion of his retirement after two years' chairmanship of the Board of the New Library he was again presented with an address by the Board of Trustees.

It is well that the patrons of the present magnificent Public Library of Toronto should know of the important initial work carried out by such an advocate of library extension as Colonel James Mason.

In a letter to the press, January 22, 1909, Colonel Mason strongly urged as "a duty on the part of the trustees" the placing of a portrait of Mr. Hallam alongside that of Mr. Bain in the New Library Building.

## NEW LIBRARIES IN THE WESTERN PROVINCES

### REGINA PUBLIC LIBRARY, REGINA, SASK.

The active work of organizing the library was started on the 1st of August, 1908, when Mr. R. J. C. Honeyman was appointed to the position of Secretary-Treasurer of the Library Board and Librarian.

The revenue for 1909 was $15,258, of which $200 was from the Government and $8,200 from the city. Of this $4,060 was expended on books and $2,068 on salaries.

During the year the Board took up the matter of securing a site for a permanent library building, and after careful investigation it was decided to purchase

lots 33, 34, 35, 36, 37 and 38 in block 344. By this transaction the Board came into possession of a magnificent site with 150 feet frontage on the west side of Victoria Park. The Library Board is now in correspondence with the representative of Mr. Andrew Carnegie with a view to obtaining assistance in the erection of a building which will be a credit to Regina.

All the office work of the Board and Library has so far been done by Mr. J. R. C. Honeyman, Secretary-Treasurer, without assistance.

As will be seen by the illustration on another page the Public Library has, at present, commodious quarters in the City Hall.

In response to requests I have been able to supply Mr. Honeyman with descriptive and printed matter relating to the Travelling Library system of Ontario, and with other information which has apparently been of service.

### WINNIPEG PUBLIC LIBRARY, MANITOBA

In compliance with my request Mr. J. H. McCarthy supplied me with a very interesting report of the Winnipeg Carnegie Library from which the following extracts are taken:

"During the year 1908 the number of books borrowed for home reading reached 298,783. In 1909, the number borrowed was 316,280. Of this number slightly over 70 per cent. was fiction, the rest non-fiction." It is stated that compared with the circulation of Public Libraries in other Canadian cities, Winnipeg stands easily second. "One comparison," writes the librarian, "will be of interest. The figures for the Toronto Public Library for 1908 show that last year over five-sixths as many books were loaned by the Winnipeg Public Library as by its esteemed eastern contemporary. And when it is considered that Toronto has the premier municipal library of Canada, and a public long educated to the use of the same, the comparison is very creditable to our own city."

The educational efficiency of the Reference Library has been steadily increased. Complete sets of the leading English and American magazines for several years past have been secured and arranged in bound volumes. All the contents of these are contained in one index, and form an invaluable history of current events and of recent years.

In the technical section books generally required by the skilled workman, such as works on carpentry, masonry, reinforced concrete, shop work, etc. The increasing enquiries for information on agricultural topics has made it important to establish an adequate agricultural section. The taking over of the library of the Historical Society has added a valuable store of western history. The Juvenile Department now contains 5,000 volumes, and has a reading room well supplied with magazines and papers, is daily well filled with an orderly company of little folks.

Five branch depots have been organized in the suburban districts, and books required are delivered once a week from the main library to the branch depots. until such time as the growth of the city will warrant the equipment of regular branch libraries. Libraries to meet requirements are also being maintained at the General Hospital, Newsboys' Club and All Peoples' Mission where every book is read on the average once per month.

The results so far are excellent, showing that every book in these school libraries has been read on the average two and one-half times in each month. Winnipeg Library receives no Legislative grant.

The number of books loaned in the circulation department has increased in five years from 40,000 to nearly 350,000 in 1910.

Library open, all departments ..... 307 days.
Reading rooms only (Sundays and holidays).....55 "

Books in Library, 37,000. Estimated attendance at main Library, 600,000.

## RIDGEWAY PUBLIC LIBRARY.

### "HOW WE STARTED OUR LIBRARY ON MODERN LINES"

(Paper read by Dr. Geo. B. Snyder, Ridgeway, Ont., at the Library Institute held at Niagara Falls on October 14th, 1910.)

Previous to 1909 our Public Library books were housed in an unused room of the Public School of Ridgeway, which room had from the inception of our Library been at our disposal free of all charge.

During the summer of 1908 we were notified that on account of the increase of school attendance a new teacher was necessary, and the school-room then used for the Public Library would be required for school purposes.

The crisis had come, as it comes in every enterprise at one time or another, and we had to face it. We had then to go up, or back down. It meant for us to go to work and boom our Library, or sit still and see it go to pieces. The latter seemed the easier course.

The Board discussed the matter among themselves and also among the townspeople. All were unanimous that it would be good to have better library conditions. None wanted to close up the institution, but most were pessimistic as to our ability to secure what we would like. We are an unincorporated village of 600 population, and only able so far to secure an annual grant of $25 from our Township Council.

About that time the 1908 Niagara Library Institute was held and Mr. William Collard and Dr. G. B. Snyder were sent as delegates to the Institute. They attended the Institute and returned to their Library Board with more enthusiasm.

The Board met, heard their reports, and discussed the needs of a new library building, and a new system of cataloguing the books and of lending the books. Many plans were suggested and Mr. Andrew Carnegie was asked for assistance, and he answered us as follows: "Mr. Carnegie only includes in his field the erection of Free Public Library Buildings where such are needed. He does not think that a village of 600 needs a special library building, but that accommodation might be rented to serve the purpose." This, instead of hurting our cause, helped us; for it made us somewhat indignant, and we decided there and then to have a new library building of some kind if the Board had to pay for it themselves. That point decided the ball began to roll more easily.

The Board decided it would be wise to call a public meeting and lay the whole matter before the people who were to use the library. Accordingly we put notices of the meeting in the local papers; also talked up the matter with as many as we could in the meantime. At the public meeting about thirty people were present and the whole matter was gone into, and everybody began to be interested. Committees, including members of the Board and also the general public were appointed to investigate certain points, and report at a public meeting to be held a couple of weeks later. The chairman of each commmittee was a member of the Library Board. One committee was to draught rough plans, and present rough estimates of three or four buildings which might suit our purpose, these ranging

in price from $400 to $1,200. Another committee was to find out as well as they could what money could likely be raised by subscription, and another was to look up a suitable location.

During the week the investigation of these matters increased the interest, and a good sized and enthusiastic meeting was held. The committees were also enthusiastic. The property committee reported that a gentleman had offered a beautiful piece of property in the best part of the village, and would give the deed of the land to the Public Library. This we valued at, at least $100 or $150. All other suggestions were passed over and this offer accepted at once. The money committee reported that a number of $50 subscriptions could be obtained, and a large number of $25, and indeed, nearly every one was willing to help in some way. Many offered to subscribe $20, $10, or $5 in work, carpenter work, labor, teaming, etc. Then the committee of plans and estimates showed us some plans and estimated costs. It was decided at that meeting to build a new library on the lot offered free, and from the information given by the committee we decided we could raise $800 and we would build accordingly; and accepetd a certain plan, bungalow in style. This was about December 1st, 1908, and we decided to appoint committees and get right to work.

A building committee was appointed and the construction was commenced immediately. We also appointed a subscription committee of enthusiastic men who would hustle. They raised cash subscriptions amounting to $860, labor subscriptions, $151, and we valued the lot at $100, making a total of $1,111. We were well pleased and were satisfied that we could complete our building and have some money to spare, and still leave our regular annual income for its regular purpose. And this regular annual income and expenditure of our Library is approximately made up as follows:—

*Receipts.*

| | |
|---|---|
| Fees from cards and fines | $23 00 |
| Government grant | 42 00 |
| Annual Library Concert | 35 00 |
| Annual Township Grant | 25 00 |
| Annual Grant from the School Board of the Section | 25 00 |
| | $150 00 |

*Expenditures.*

| | |
|---|---|
| Librarian at $3.00 per month | $36 00 |
| Books purchased each year | 84 00 |
| Fire insurance, postage, stationary, cleaning, and other general expenses | 30 00 |
| | $150 00 |

So, you see, we could not well afford to interfere with our regular annual income, therefore we protected it.

So, then, the men who had been delegates to the Library Institute began to ask that the library books be recatalogued according to the Dewey Decimal and Cutter Systems, and to have the card catalogue system adopted, and to have a new recording system for loaning out the books. Some of our more cautious members at first objected, for fear that we would have a debt on the library, but finally consented, and it was decided to get Miss Schmidt, of the Library Bureau, to do the work for us. We conferred with the bureau, and although their price seemed

high, we arranged to have Miss Schmidt come and help us till the work was done. We did not know at that time that the Government would have done part of this work free for us, or we might have saved a lot of this expense.

But here we got a lot of help, for our young ladies were pressed into the work, and subscribed so many dollars worth of work each to help Miss Schmidt paste labels in the books, number the books, fill in the Accession Book, and typewrite the cards, etc. Allowing each girl $1.00 per day for work done, these young ladies performed work to the amount of $64, which, along with some other outside donations, brought our total subscription list up to about $1,200. We tried to credit every person publicly with the value of subscription or work given.

Our building was completed, our books were sorted, and about one hundred and fifty discarded and destroyed, one hundred and fifty were put out for rebinding, and about sixteen hundred recatalogued and placed on the shelves for use.

We secured a small, one-drawer shelf list cabinet for the shelf, and also a six-drawer card cabinet for card catalogue for general use, costing $15.00; also cards for the cabinets and the necessary books required as aids in cataloguing, such as the Accession Book, the Cutter Alphabetic Order Book, the A. L. A. List of Subject Headings, and the Dewey Classification and Index Book, costing $15.00. These, added to the time of Miss Schmidt for the work of cataloguing, $81.00, and Miss Schmidt's board bill, $10.00, and including the value of the work done by the young ladies, $64.00, makes the total cost of cataloguing and necessary supplies amount to $185.00.

The size of our building is thirty-six feet long and twenty feet wide. It is of bungalow type, as shown in the photograph on another page. The complete cost of the building, painted and with granolithic sidewalk, was $900.00 The front room is well lighted, with windows and gas lights, and is twenty feet long by twenty feet wide. This room has tables and chairs and is used as a reading-room.

The back room is sixteen feet long by twenty feet wide, and is used as a stack room. There is a door for passing through to the stack room, and readers are permitted to enter the stack room and examine the books if they desire to. There is a large wicket through the wall that divides the two rooms, and the Librarian's desk is in the stack room directly in front of the wicket, so that the Librarian has full view of both rooms at all times.

In concluding I would draw particular attention to the following points:—

(1) Send your delegates to the Library Institute to work up enthusiasm.

(2) If you do not boom your library it will get behind the times.

(3) Enthusiasm in the Board is the first requirement if you want to raise funds to build or improve your library.

(4) Get the public interested in your cause. Call public meetings.

(5) In raising money or work, credit every person publicly.

(6) When you are at the job, do it up completely. Do not leave one part shabby. Our efforts realized as follows:—

| | |
|---|---|
| Lot. . . . . | $100 00 |
| Building. . . . . | 900 00 |
| Cataloguing and Supplies . . . . . | 200 00 |
| Total. . . . . | $1,200 00 |

We have a neat, tidy and efficient little library all our own, and all paid for by ourselves, and we are very proud of it.

Walter R. Nursey, Inspector of Public Libraries, paid us the following compliment: 'You are deserving of great credit for having no debt against your building or your books. This speaks volumes for the enterprise of the Ridgeway community.'"

## STRUGGLING AND DORMANT LIBRARIES

As no Annual Reports were received by the Inspector from several libraries prior to October, the following letter was addressed to the Secretary of every Library that had been remiss, urging him to send in his report without delay in order that if possible the library might be retained upon the list of the living.

### COPY OF INSPECTOR'S LETTER

"The fiscal year of the Department of Education ends on October 31st. Up to the date of writing to you no annual report of the proceedings of your Library has reached this office, as called for by the Public Libraries Act.

"The Minister of Education is desirous that every Library in the Province, no matter whether closed or not, and particularly in the case of a library struggling to overcome difficulties, should send in a report—even if the information given is ever so little, showing its condition at the present time.

"(1) What funds are in hand, if any, and in whose custody?

"(2) What are the outstanding liabilities or assets, if any?

"(3) When were the last money grants received from either the Government or the Municipality?

"(4) State the number of books owned by the Library, where they now are, and in whose custody.

"(5) Give all other particulars, no matter how trivial they may seem, with the names in full of the last Chairman and Secretary of the Board and Librarian.

"(6) Name the causes to which you attribute your present unsatisfactory condition.

"The Minister of Education is desirous of extending aid to all Libraries deserving the same.

"To obtain consideration you must do *your* part AT ONCE."

LIST OF PUBLIC LIBRARIES TO WHICH COPIES OF THE ABOVE CIRCULAR OR OTHER LETTERS WERE ADDRESSED, SHOWING THOSE WHICH REPLIED AND THOSE WHICH DID NOT:

| Name of Library. | County. | Library Institute. | Replied to or not. |
|---|---|---|---|
| Allan's Mills | Lanark | Eastern | No. |
| Avonmore | Stormont | Eastern | No. |
| Ayton | Grey | Georgian | No. |
| Badjeros | Grey | Georgian | Yes. |
| Belmont | Middlesex | London | Yes. |
| Bervie | Bruce | Stratford | No. |
| Brigden | Lambton | Chatham | No. |
| Callender | Parry Sound | Georgian | No. |
| Cayuga | Haldimand | Brantford | No. |
| Chesterville (burned) | Dundas | Eastern | ..... |
| Chapleau | Algoma | Georgian | No. |
| Cobden | Renfrew | Eastern | Yes. |
| Cold Springs | Northumberland | Belleville | No. |
| Coldwater | Simcoe | Georgian | Yes. |
| Corkery | Carleton | Eastern | No. |
| Douglas | Renfrew | Eastern | Yes. |
| Dromore | Grey | Georgian | Yes. |
| Dryden | Rainy River | Georgian | Yes. |
| Duart | Kent | Chatham | No. |
| Dundalk | Grey | Georgian | No. |
| Emsdale | Parry Sound | Georgian | No. |
| Fort Frances | Rainy River | Georgian | Yes. |
| Gore Bay | Algoma | Georgian | No. |
| Gravenhurst | Muskoka | Lindsay | No. |
| Harrington | Oxford | Brantford | Yes. |
| Hawkesbury | Prescott | Eastern | No. |
| Hillsdale | Simcoe | Georgian | Yes. |
| Iroquois | Dundas | Eastern | No. |
| King | York | York | No. |
| Lucan | Middlesex | London | No. |
| Manitowaning | Algoma | Georgian | No. |
| Maple | York | York | Yes. |
| Merrickville | Grenville | Eastern | Yes. |
| Metcalfe | Russell | Eastern | Yes. |
| Napanee Mills (Strathcona) | Lennox and Addington | Belleville | Yes. |
| Newbury | Middlesex | London | Yes. |
| Oil Springs | Lambton | Chatham | No. |
| Oxford Mills | Grenville | Eastern | No. |
| Pinkerton | Bruce | Stratford | No. |
| Poland | Lanark | Eastern | Yes. |
| Port Rowan | Norfolk | Brantford | Yes. |
| Priceville | Grey | Georgian | Yes. |
| Queensville | York | York | No. |
| Rockwood | Wellington | Guelph | No. |
| Rodney | Elgin | London | No. |
| Rosseau | Parry Sound | Georgian | Yes. |
| Schomberg | York | York | No. |
| Schreiber | Rainy River | Georgian | No. |
| Singhampton | Simcoe | Georgian | No. |
| Sturgeon Falls | Nipissing | Georgian | No. |
| Sunnidale (New Lowell) | Simcoe | Georgian | No. |
| Tamworth | Lennox and Addington | Belleville | No. |
| Thamesford | Oxford | Stratford | No. |
| Thessalon | Algoma | Georgian | No. |
| Tottenham | Simcoe | Georgian | Yes. |
| Thornhill | York | York | Yes. |
| Trout Creek | Parry Sound | Georgian | Yes. |
| Watson's Corners | Lanark | Eastern | No. |
| Westport | Leeds | Eastern | No. |
| Woodbridge | York | York | No. |
| Wyoming | Lambton | Chatham | No. |

| | | | | | |
|---|---|---|---|---|---|
| Of the above Libraries | 22 | are | in the | Georgian | Institute District. |
| | 14 | " | " | Eastern | " " |
| | 6 | " | " | York | " " |
| | 4 | " | " | Chatham | " " |
| | 4 | " | " | London | " " |
| | 3 | " | " | Belleville | " " |
| | 3 | " | " | Brantford | " " |
| | 3 | " | " | Stratford | " " |
| | 1 | " | " | Guelph | " " |
| | 1 | " | " | Lindsay | " " |
| Total..... | 61 | | | | |

Of these 61 Libraries 23 replied to the circular and 38 sent no answer.
Of these 38—12 are in the Georgian Institute District.

| | | | | | |
|---|---|---|---|---|---|
| | 8 | " | " | Eastern | " " |
| | 4 | " | " | York | " " |
| | 4 | " | " | Chatham | " " |
| | 2 | " | " | London | " " |
| | 2 | " | " | Belleville | " " |
| | 1 | " | " | Brantford | " " |
| | 3 | " | " | Stratford | " " |
| | 1 | is | " | Guelph | " " |
| | 1 | is | " | Lindsay | " " |
| Total... | 38 | | | | |

It would be instructive to know what steps the district officers of the above ten Library Institutes have taken to ascertain the conditions of the several libraries in their respective districts, as noted above, especially those that have not reported.

In the case of the Georgian District there are, of course, many in the north-west portion of the country adjoining, that up to the present are not embraced in any district, but are now included for grouping purposes.

SUMMARY OF INFORMATION RECEIVED

*Alliston.*—Library closed. Books placed in school library without authority, and will remain there until the Inspector calls.

*Bunyan.*—Miss May McCree, Secretary and Treasurer, stated it was impossible to complete the report of the Bunyan Library returned for correction owing to the reports and ledgers, etc., having been destroyed in fire which burned previous secretary's residence. Balance on hand was quoted at $21.90, assets $350.00, and no liabilities. On January 1st, 1910, $5.50 in the treasury. Impossible on statements received to give any grant. Library was organized twelve years ago. Much interest then taken. Since then many entire families have gone west. At present 869 books, but few readers. Premises in basement of schoolhouse too small. Trustees of schoolhouse not kindly disposed. "Some people not sufficiently educated to observe beneficial results of a library." Have $50.00 to credit in bank. Received much help from Library Institutes. Library seems to be declining despite all efforts.

*Bruce Mines.*—No report received. Expect to reorganize library.

*Burford.*—After a personal visit with Judge Hardy to this library arrangements were made for its reorganization. This has been accomplished, and a grant of $25.00 promised.

*Cobden.*—Library closed two years. Books boxed up awaiting reorganization.

*Coldwater.*—Circular replied to as follows: No funds. No liabilities or assets. No grant from Government since 1902. Books to the number of 1,841 are housed in a room over Millard's drug store. The names of last officers are:

H. L. Lovering, Chairman; Rev. J. H. Sheppard, Secretary; C. G. Millard, Librarian. Unsatisfactory condition attributed to lack of public interest and insufficient funds to provide accommodation or remunerate librarian. Ask the Inspector to visit and interview Village Council, when it is believed new quarters could be arranged for.

*Douglas.*—Circular answered by Geo. A. McNab, ex-Secretary. Causes given for collapse of library as follows: "The cause for the present condition of the library is undoubtedly as follows: When our library was organized the Government made a grant annually equal to the amount spent in books by the library the year before. A few years ago this was changed to make the grant equal to that part of the amount spent in books which was raised locally. In as much as it took all the money we could raise locally to pay the running expenses of the library, it is not hard to account for the present unfortunate condition of it.

"We tried many expedients in order to get money to keep it going, such as entertainments, socials, etc., but without avail. So that at the present moment we have a well chosen library of 1,000 volumes of no use to anyone.

"Suggest that the grant for small libraries be put on the former basis. I understand the privilege was abused, but this was mainly by large libraries ambitious for all the new books. These libraries did not really need the grant as much as the small ones."

*Deer Park.*—Report returned for correction, but not remailed up to the present time. Had this been done the library would probably have been entitled to a grant of $5.84 on books, $10.00 on account of annual receipts, and possibly something on the reading room. It is expecting to be taken over by Toronto.

*Dromore.*—In reply to circular the librarian, J. N. Findlay, reported no funds on hand; no liabilities or assets; last government grant in 1904; the books —577—now stored in general store in custody of storekeeper, and books are stored on shelves free of access. For past two years no fee has been charged. Insurance been paid by two interested parties. "There are practically no readers, the taste for reading having vanished principally owing to the lack of time, and the rush for making money."

*Dryden.*—No report for 1909, but library was reorganized in 1910, and has now a membership of 70.

*Hawkesville.*—No report received.

*Kinburn.*—"Public Library defunct. Books sold to school board." This latter was done without authority.

*Maple.*—No annual report. Adrian Kellough writes they lack funds; 2,000 volumes on hand. Things were looking brighter. Concert was to be given. Grant of $5.00 paid on elastic interpretation of Act.

*Merrickville.*—No report for two years, but an account was rendered in 1910 for $101.20 for printing a new catalogue! Mr. J. Johnston, the librarian, wrote a letter actually expecting a grant on the cost of this catalogue without rendering any report or any statement.

*Marlbank.*—Certain invoices were mailed to the Department, but no report was sent in though twice written for. Marlbank would probably have been entitled to $28.00 if the annual report had been rendered.

*Markdale.*—No report was rendered, but application was made for the services of the official cataloguer.

*Metcalfe.*—No report since 1906. In reply to circular Mr. F. Iveson reported no funds on hand, liabilities $50.00, assets $12.00, last Government grant 1906, estimates number of books at 600. Last officers of library: Rev. S. A. Woods.

Chairman; F. Iveson, Secretary; J. M. Goodwillie, Treasurer; Mrs. A. Quail, Librarian. "Cause of failure, excessive liabilities incurred by fitting up a new room and big rent." Books in possession of Mr. Iveson.

*Priceville.*—Circular answered. Library closed for two years. Nothing doing according to letter from Ivan Dixon, M.B. Rev. J. A. Matheson writes that "they have a good library of books."

*Point Edward.*—Report forwarded for correction not returned, otherwise a grant of $15.00 might have been paid.

*Poland.*—Circular replied to. Library dormant. Books have all been read. No interest taken. Library in care of storekeeper, Mr. J. A. Paull. Owe late librarian $16.00. Membership of three at 25c. each !

*Rosseau.*—Public Library closed February, 1909. Books insured for $150.00, and transferred to schoolhouse. Mr. Wm. Ditchburn, ex-Chairman of Public Library, states that the only funds on hand were from a concert given in 1907. Balance now on hand, $20.99. States that teachers have charge of books. Exacts small fee from strangers and a deposit of $1.00 for safe return.

*Relessey.*—Annual report forwarded to Mrs. R. G. Mills for correction. Not since returned. Had this been done Relessey would apparently have been entitled to small grant.

*Runnymede.*—A library was organized third week in November, 1909, and a grant paid. In December, 1909, a library specially erected for the purpose was opened. A most progressive library.

*Trenton.*—Annual report received late in the year and returned for correction. Not received again until December 1st. Had report been rendered sooner Trenton would doubtless have been entitled to a grant, as its total receipts for the year were $369.31, and while it expended nothing on books it expended $26.40 on magazines, and had a balance on hand on the 31st of December, 1909, of $70.71. Neglect in this matter is doubtless owing to the library having moved into new quarters and, hence, postponement of rendering report.

*Trout Creek.*—A struggling library a few miles from North Bay. An incomplete report received but no aid could be extended.

*Thornhill.*—Mr. J. E. Francis in response to circular reports as follows: No funds on hand. No liabilities or assets. Last grant received three years ago. Library of 200 books stored in village hall in care of J. E. Francis. Last officers: Wm. Welsh, Chairman; J. E. Francis, Secretary. Present condition attributed to lack of interest by public in an unincorporated village situated in two townships. The townships want stirring up. Mr. Francis has more than done his part.

"The mission of the small library should no longer be that of a mere place of reference for the educated, or a resort for natural book lovers. It must change from the sought to the seeking. It should stretch out its hands to draw in, to interest and educate, not content to be *passive* any longer, but *eager, active* and *aggressive.*"

### NOTES ON OTHER LIBRARIES NOT INCLUDED IN ABOVE

*Bayham.*—This Library, which is supposed to be supported by the farmers, does not get sufficient subscriptions from these patrons even to pay the Librarian's salary. It contains 739 volumes, valued at $375. It is situated in the London Institute District.

*Belfountain.*—Has had a disagreement with the Public School Trustees, who apparently declined to comply with their promise to contribute to the support of the Library.

*Brussels.*—Has a new Carnegie Library which was opened on January 14th, 1910. It received a grant of $7,000.

*Chesterville.*—Owing to a bad fire in the place, the Library was seriously damaged in April, 1909. It has a balance of $350 in the bank and intends to re-organize.

*Colborne.*—Was in debt previous to 1909, but is now clear and is buying books for cash. Deserves every encouragement. Travelling Libraries have been sent to the "Men's Club."

*Cookstown.*—Reports that it is in debt $300. It is situated at the corner of four townships and is incorporated as a police village. It has 1,550 books. It wants more books but finds itself in a peculiar position.

*Embro.*—Gave an excursion, upon which there was a deficit.

*Grimsby.*—Has made application for $8,000 from the Carnegie fund.

*Haileybury.*—A re-organized Library, which purchased an edition of the Encyclopædia Americana for $72.00, but without first obtaining under the Regulations the assent required from the Department of Education.

*Marthaville* (*Coplestone*).—Has a population of 281 within a radius of a mile. Has 1,200 books. The Librarian, Mrs. Robert Parker, deserves much credit, but "the Municipality is not at all disposed to give any grants."

*Mitchell.*—Has been promised a donation of $6,000 from Andrew Carnegie.

*Morrisburg.*—Is in a somewhat similar position in regard to its records as Thessalon, the former secretary having carried away the Minute Book. The Rev. Mr. Morrison and several of the lady citizens, notably Miss Merkley and Miss Farlinger, deserve unstinted praise for their "manual" as well as intellectual aid. It was at a public meeting here that a temporary resident invited condemnation by stating that Ottawa, Brockville and Cornwall had been "cursed" by the establishment of Carnegie Libraries—an unwise assertion, promptly repudiated by the towns interested.

*New Liskeard.*—Was organized in April, 1909. Its Librarian, Mr. R. G. Howie, deserves great credit for his deep interest in the work. This Library was formerly Hillsview.

*Pakenham.*—Owing to the removal from town of the late secretary and the fact that it was burned out on January 1st. 1910, has placed it in a very awkward position. It has, however, $400 to its credit on account of insurance.

*Petrolea.*—This library has been closed for lack of funds. It was written to, urging it to report all its circumstances, but no report has been received.

*Port Dover.*—Considering the advisability of becoming a Free Public Library.

*Shakespeare.*—Is most anxious to have its 1,600 books repaired.

*Simcoe.*—A difference of opinion arose between the Town Council and the Library Board *re* the selection of a site for the new Library. Amicably adjusted.

*Strathcona,* formerly *Napanee Mills.*—It has been reported that Napanee Mills received a cash donation of $1,000 from Lord Strathcona, and changed its name. A return (not duly "declared") was received from Strathcona for the year ending 31st. Dec., 1910. The population of the place is about 400. This return shows a cash balance on hand of $802.00. The expenditures were $2.00 on account of rent, light and heating; $10.00 salary to Librarian; $3.00 insurance on books. Neither books or papers were bought during the year. The Library has been kept open from 7 to 9 p.m. on Wednesdays only. The Library contains 314 books, of which the circulation was given as 103 among 50 borrowers. This Library evidently needs looking after.

*Thessalon.*—Unfortunately lost its record books through a former neglectful secretary and had difficulty in preparing its report.

*Thorold.*—Has been promised a Carnegie grant of $10,000.

## CLASSIFYING AND CATALOGUING

The need of cataloguing all the libraries of Ontario uniformly in accordance with one of the modern systems and the discarding of the not up-to-date printed catalogue, suggested to the Minister of Education the necessity for securing a skilled cataloguer for a limited time for the purpose of introducing the card system in those libraries desirous of adopting the same, and instructing librarians in the work. The expense of securing such an expert heretofore, who had to be obtained from the United States, the work being of a technical character, was very costly, and far beyond the means of the ordinary public library to supply.

Recognizing the importance of the Children's section in the public library, and the need for systematic classifying, the Minister of Education, late in 1908, secured the services of Miss Spereman, who had given careful study to the problems incidental to a Children's Department, and was specially qualified for the position, having received her training and instructions in the Dewey Decimal System from Miss Stansberry, Librarian of the Port Huron Public Library, a graduate of the Pratt Institute in New York, and among the first few in her class of over one hundred graduates.

Applications for her services are entertained in the order they are received by the Inspector of Public Libraries, subject to departmental regulations, with due regard to district grouping for geographical reasons and economy in time and expense. The services of the cataloguer are given free by the Department. Limited time only can be given any library, but sufficient for the introduction of the system and the *instruction of the librarian, whose attendance is made a condition.* The co-operation of volunteer workers is always expected. The time allotted for each library is regulated by the number of books to be handled, and the importunities of other libraries. Of these there are always from fifteen to twenty on the waiting list.

Under Section 23 of the Public Libraries Act of 1909, a maximum of 50% of necessary expenditure on account of materials used for cataloguing and classifying, under the Dewey Decimal or Cutter Systems, can also be paid to the board of any public library, but under the regulations the services of the official cataloguer are only given where the Dewey Decimal System is to be introduced, *uniformity in cataloguing* throughout the Province being recognized as all-important.

Under instructions from the Minister of Education, Miss Spereman has also organized Children's Departments, supplemented by "Story Hours," and installed the modified Newark Charging System, in addition to cataloguing forty-two public libraries in various parts of the Province up to the present time.

It has been well said that most schemes of classification may please their makers, but that, unfortunately, they seldom suit anyone else. A half score of United States libraries have elaborate classifications of their own—and, with few exceptions, they have needed no copyright to assure their exclusive use of them.

According to the *Library Journal* over 6,000 libraries, large and small, and scattered over every country in the civilized world, are using the "Dewey Decimal Classifications," and something less than one hundred the "Expansive Classification," while it is exceedingly doubtful if any other system can show a half dozen adherents. "In fairness to the Cutter System, which in its underlying theory is

almost identical with the Dewey, it should be remembered that the latter had twenty years start, and as neither is perfect, so has neither yet come by far to approaching its maximum efficiency."

It should be distinctly understood that, while a Library Board has full power to use any classification it desires, the Dewey Decimal System is the one recommended by the Department , as it is only upon the use of this System that the free services of a Departmental Cataloguer are allowed. The importunities of some library boards in Ontario in making application for the services of the cataloguer, and their indifference and absence of co-operation on her arrival, stand out in not very creditable contrast. The neglect of some librarians to extend any assistance or even to be present, notably in the case of North Toronto, has made the establishment of the rule necessary that unless the librarian can devote a reasonable amount of time for the purpose of extending assistance and obtaining instruction—every local and personal circumstance being taken into consideration—the cataloguing of that library by the Departmental Cataloguer will not be proceeded with.

### REPORT OF MISS PATRICIA SPEREMAN, OFFICIAL CATALOGUER

*To the Inspector of Public Libraries,*—Acting under your instructions, I have, in addition to organizing Children's Departments, Classified and catalogued the following libraries under the Dewey Decimal System of classification with a Card Catalogue.

BROCKVILLE:

In this library there are about 13,000 volumes. I gave instructions in the cataloguing and classified all the library, as well as establishing a Children's Department. The Library Board at that time were not very favourable to having the children become members of the Library, and an *age limit* existed of *14 years.* Gave one "Story Hour," with an attendance of about 80 children. This Library is very fortunate in having a good librarian, who is not afraid of work. She has undertaken to carry on the work of the Children's Department as well as finishing the cataloguing, all this without assistance.

MILLBROOK:

This Library contains 2,128 books, 457 juvenile and 1,671 adult. *No age limit* exists and *free access* is allowed to all the books. I catalogued and classified this Library, installed the modified Newark charging system, as well as establishing a Children's Department. I received very great assistance from a number of ladies of the town, and all the help was given voluntarily. "Story Hour," attendance about 50.

DRAYTON:

There are 2,758 books in this Library, 276 in the Juvenile Department and 2,482 in the adult library. I classified and catalogued this Library and installed the Newark charging system, as well as establishing a Children's Department. The Library Board are very progressive and anxious to build up their Library, especially the Juvenile Department. Voluntary help was given most generously by the townspeople. No "Story Hour" was given, the schools being closed on account of scarlet fever. *No age limit* exists and *free access* is allowed to all the shelves.

WESTON:

In this Library there are 2,809 adult books and 465 juvenile, a total of 3,274 volumes. I classified and catalogued the Library and established a Children's Department. *No age limit* exists and *free access* is allowed to all the shelves.

DUNNVILLE:

The Library contains 2,725 volumes, of which 263 are juvenile. *Free access* is allowed and *no age limit*. There is no reading room. I classified and catalogued the Library and established a Juvenile Department, and also gave a "Story Hour," with an attendance of about 80 children.

DUNDAS:

In this Library there are 6,738 volumes, 526 juvenile and 6,212 adult. I classified and gave instructions in cataloguing and also established a Children's Department. It was not very convenient for me to give a "Story Hour," as the Library was closed for three or four months prior to moving into the Carnegie building. This Library is very fortunate in having a very competent librarian, who is well qualified to carry on library work in all its branches. *Free access* is allowed, and *no age limit* exists.

PICKERING;

There are 231 juvenile books and 1,621 adult books in this Library. I classified and catalogued the Library and also established a Children's Department.

UXBRIDGE:

This Library contains 6,061 volumes, 710 juvenile and 5,351 adult. I classified and catalogued the Library, installed the Newark Charging System, and also established a Children's Department. I gave one "Story Hour," with an attendance of 250. I received very valuable assistance from the different members of the Library in all this work.

OWEN SOUND:

There are about 6,665 books in this Library, of which 800 are juvenile. I classified and catalogued this Library, established a Children's Department and gave the "Story Hour," with an attendance of about 50 children. I also gave a lecture on "Children's Literature," which was well attended by the ladies of the town. The "Daughters of the Empire" are very much interested in this Library, and particularly in the building up of the Juvenile Department. The librarian is enthusiastic about her work, but is much hampered by the unsuitable room in which the Library is kept. I received very valuable assistance from the ladies of the town, particularly from "The Daughters of the Empire."

COLLINGWOOD:

This Library contains 6,343 volumes, of which 571 are juvenile. I classified and catalogued it, gave one "Story Hour," and a lecture on children's literature, both of which were fairly well attended.

PENETANGUISHENE:

This Library contains 6,343 volumes, of which 571 are juvenile. I classified and gave instructions in cataloguing and marking of books, and established a Children's Department. *No age limit* exists and *free access* is allowed to all the shelves. The Library Board does not approve of a Children's Department! I also installed the Newark Charging System.

MILVERTON:

There are 2,072 volumes in this Library. It is a very well selected Library of which 392 are juvenile. I classified and gave instructions in cataloguing, established a Children's Department, and installed the New Charging System. The Board are very progressive and anxious to bring their Library up to a high standard. *Free access* is allowed to all the shelves, and *no age limit* exists. "Story Hour," attendance about 50.

ORILLIA:

I visited this Library, but did not proceed with the work, the Board having requested the Inspector to have the work of cataloguing postponed until they were in the new Carnegie building.

ELORA:

This Library contains 7,507 volumes, of which 418 are juvenile. I classified the Library and gave instructions in cataloguing, as well as establishing a Children's Department. The members of the Library Board were very good in helping with the work while I was there—in fact, some of them spent practically every day in the Library. The books in this Library have been well selected. *No age limit. Free access.*

FERGUS:

The books in this Library number 4,816—316 juvenile, 4,500 adult. I classified the Library and gave instructions in cataloguing, also in the Newark Charging System, established a Children's Department, and gave one "Story Hour." *No age limit* exists and *free access* is allowed to all the shelves.

NORTH TORONTO:

There are 882 books in this Library, of which about 200 are juvenile. I classified and catalogued this Library according to the Dewey Decimal. I also established a Children's Department. I received very little assistance, *none at all from the librarian! Free access is not allowed* to the shelves. No *age limit* exists.

MORRISBURG:

There are about 3,000 volumes in this Library. All the books have been well selected, and kept in good condition. I have classified and catalogued the Library according to the Dewey Decimal System, established a Children's Department and also installed the Newark Charging System. The assistance that I have received in this Library has been very valuable; in fact, two members of the Library Board, Miss Grace Merkley and Miss Farlinger, devoted all their time to the work and helped greatly to make this Library up-to-date, and of practical use to the townspeople

KINGSTON:

The work of cataloguing this Library had not been completed on Dec. 31st.

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Several library Boards forwarded to the Inspector copies of Resolutions in appreciation of the Official Cataloguer's work:

### THE DEWEY-DECIMAL CLASSIFICATION

The Dewey Decimal System is exceedingly simple. Fiction is generally classified under the Cutter System.

The decimal system divides the field of knowledge into nine main classes, which are numbered 100 to 900. Encyclopædias, periodicals, etc., general in character, form a tenth class, 000.

CLASSES

000 General Works.
100 Philosophy.
200 Religion.
300 Sociology.
400 Philology.
500 Natural Science.
600 Useful Arts.
700 Fine Arts.
800 Literature.
900 History.

Each of these ten classes is sub-divided into ten divisions, viz.:

000 GENERAL WORKS

010 Bibliography.
020 Library economy.
030 General encyclopædias.
040 General collections.
050 General periodicals.
060 General societies.
070 Newspapers.
080 Special libraries.
090 Book rarities.

100 PHILOSOPHY

110 Metaphysics.
120 Special metaphysicial topics.
130 Mind and body.
140 Philosophical systems.
150 Mutual faculties, Psychology.
160 Logic, Dialectics.
170 Ethics.
180 Ancient philosophers.
190 Modern philosophers.

200 RELIGION

210 Natural theology.
220 Bible.
230 Doctrinal theology, Dogmatics.
240 Devotional, Practical.
250 Homiletic, Pastoral, Parochial.
260 Church, Institutions, Work.
270 Religious history.
280 Christian churches and sects.
290 Ethnic—Non-Christian.

300 SOCIOLOGY

310 Statistics.
320 Political science.
330 Political economy.
340 Law.
350 Administration.
360 Associations and Institutions.
370 Education.
380 Commerce, Communication.
390 Customs, Costumes, Folklore.

400 PHILOLOGY

410 Comparative.
420 English.
430 German.
440 French.
450 Italian.
460 Spanish.
470 Latin.
480 Greek.
490 Minor Languages.

500 NATURAL SCIENCE

510 Mathematics.
520 Astronomy.
530 Physics.
540 Chemistry.
550 Geology.
560 Palæontology.
570 Biology.
580 Botany.
590 Zoology,

600 USEFUL ARTS

610 Medicine.
620 Engineering.
630 Agriculture.
640 Domestic economy.
650 Communication, Commerce.
660 Chemical technology
670 Manufactures.
680 Mechanic, trades.
690 Buildings.

700 FINE ARTS

710 Landscape gardening.
720 Architecture.
730 Sculpture.
740 Drawing, Decoration, Design.
750 Painting.
760 Engraving.
770 Photography.
780 Music.
790 Amusements.

800 LITERATURE

810 American.
820 English.
830 German.
840 French.
850 Italian.
860 Spanish.
870 Latin.
880 Greek.
890 Minor Languages.

900 HISTORY

910 Geography and travel.
920 Biography.
930 Ancient history.
940 Modern Europe.
950 Asia.
960 Africa.
970 North America.
980 South America.
990 Oceanica and Polar Regions.

TRAVELLING LIBRARIES
Department of Education, Ontario.
Sample Library Cases—"Women's Institutes," "Technical," "Ordinary."

## TRAVELLING LIBRARIES

### DESCRIPTION AND INSTRUCTIONS TO APPLICANTS

The Minister of Education recognizing the value that reading matter is to rural communities, where the opportunities for obtaining current literature are few, has authorized the purchase of additional books and a substantial increase in the number of Travelling Libraries in the Province. The books available for circulation now number nearly 10,000.

These travelling library cases are fitted with two shelves, a lock and a key, and ordinarily contain about forty books of various classes—about 15 per cent. of the cases are larger and contain about sixty books—divided up as follows: About 30 per cent. of fiction, 50 per cent. of miscellaneous, and 20 per cent. of juvenile literature.

A Register is sent with each library and *must* be entered up strictly in accordance with the printed instructions, on the inside cover. *Unless this regulation is complied with applications for a second library cannot be entertained.* A classified Catalogue is supplied. Books lost must be paid for or replaced.

Upon receipt of the Library the borrower pays the express charges for transportation. The Department of Education pays the express charges upon return.

The time allowed for the retention of a Library is three months. This period may be extended by arrangement, or if desired application can then be made for another library.

Regular forms of application can be procured from the Inspector of Public Libraries, Department of Education, St. James' Square, Toronto.

A picture of three sample Travelling Libraries appears on another page.

## TRAVELLING LIBRARIES

The appended list shows the number of Travelling Libraries that were loaned to Public or Association Libraries or rural communities by the Department of Education since the 31st of October, 1909.

Those marked with an asterisk (*) are new places—29 in all.

### LIST OF TRAVELLING LIBRARIES

"Fixed" and "Openshelf" collections loaned since October 31st, 1909.

| | Name. | No. Loaned. | Sent to Public Libraries. | Sent to Communities. |
|---|---|---|---|---|
| 1 | Algoma Mills | 1 | ..... | C. |
| 2 | Arkwright | 1 | ..... | C. |
| 3 | Armow | 1 | P.L. | ..... |
| 4 | Aspdin | 3 | ..... | C. |
| 5 | Auburn | 1 | ..... | C. |
| 6 | Ayton | 1 | P.L. | ..... |
| 7 | Bala | 1 | ..... | C. |
| 8 | Barrie | 2 | P.L. | ..... |
| 9 | Bayside | 1 | ..... | C. |
| 10 | Belle Ewart | 1 | ..... | C. |
| 11 | Berkindale | 2 | ..... | C. |
| 12 | Birds Creek | 1 | ..... | C. |
| 13 | Bobcaygeon | 2 | P.L. | ..... |
| 14 | Bridgeburg | 5 | P.L. | ..... |
| 15 | Brooksdale | 2 | ..... | C. |
| 16 | Burgessville | 2 | ..... | C. |
| 17 | Burk's Falls | 2 | P.L. | ..... |
| 18 | Callender | 1 | P.L. | ..... |
| 19 | Cannifton | 2 | ..... | C. |
| 20 | Canfield | 1 | P.L. | ..... |
| 21 | Carp | 1 | ..... | C. |
| 22 | Castlemore | 1 | ..... | C. |
| 23* | Centre Muskoka | 1 | ..... | C. |
| 24* | Cheery Valley | 1 | ..... | C. |
| 25* | Clavering | 1 | ..... | C. |
| 26 | Colborne | 2 | ..... | C. |
| 27 | Coningsby | 1 | ..... | C. |
| 28 | Conmee | 1 | ..... | C. |
| 39 | Cranbrook | 2 | ..... | C. |
| 30 | Cutler | 1 | ..... | C. |
| 31 | Delhi | 2 | P.L. | ..... |
| 32 | Dorion | 1 | ..... | C. |
| 33* | Dundonald | 1 | ..... | C. |
| 34* | Dunsford | 1 | ..... | C. |
| 35 | Essex | 1 | P.L. | ..... |
| 36 | Ethel | 1 | P.L. | ..... |
| 37 | Etwell | 1 | ..... | C. |
| 38 | Fenwick | 1 | ..... | C. |
| 39 | Finch | 1 | ..... | C. |
| 40 | Glen Allan | 2 | ..... | C. |
| 41 | Goderich | 3 | P.L. | ..... |
| 42* | Gooderham | 1 | ..... | C. |
| 43 | Gorrie | 1 | P.L. | ..... |
| 44 | Gravenhurst | 2 | P.L. | ..... |
| 45* | Greenway | 1 | ..... | C. |
| 46 | Hagersville | 3 | P.L. | ..... |
| 47 | Harrietsville | 1 | ..... | C. |
| 48 | Hepworth | 3 | ..... | C. |
| 49 | Hilliardton | 4 | ..... | C. |
| 50* | Holstein | 3 | P.L. | ..... |
| 51 | Horning's Mills | 1 | P.L. | ..... |
| 52* | Hymers | 1 | ..... | C. |
| 53 | Jarvis | 1 | P.L. | ..... |
| 54 | Kemble | 1 | P.L. | ..... |
| 55* | Kent Bridge | 1 | ..... | C. |
| 56 | Kerrwood | 1 | ..... | C. |

LIST OF TRAVELLING LIBRARIES—Continued

| Name. | No. Loaned. | Sent to Public Libraries. | Sent to Communities. |
|---|---|---|---|
| 57 Kintail | 1 | ..... | C. |
| 58 Kingsville | 1 | P.L. | ..... |
| 59 Lakeside | 3 | ..... | C. |
| 60 Lefroy | 1 | P.L. | ..... |
| 61 Lyn | 2 | P.L. | ..... |
| 62 Madoc | 2 | P.L. | ..... |
| 63 Manotick | 1 | P.L. | ..... |
| 64 Mayfield | 2 | ..... | C. |
| 65 Mallorytown | 1 | P.L. | ..... |
| 66 Mapleton and Kingsmill | 1 | ..... | C. |
| 67 Marmora | 1 | ..... | C. |
| 68*Mohawk | 1 | ..... | C. |
| 69*Monticello | 1 | ..... | C. |
| 70 Mount Brydges | 1 | P.L. | ..... |
| 71*Murillo | 2 | ..... | C. |
| 72 New Durham | 2 | P.L. | ..... |
| 73 Niagara Falls | 1 | P.L. | ..... |
| 74 North Toronto | 1 | P.L. | ..... |
| 75 Oakwood | 1 | P.L. | ..... |
| 76*Onondaga | 1 | ..... | C. |
| 77 Oshawa | 1 | P.L. | ..... |
| 78*Paipoonge | 1 | ..... | C. |
| 79 Palmerston | 1 | P.L. | ..... |
| 80 Paris | 1 | ..... | C. |
| 81*Park Head | 1 | ..... | C. |
| 82 Port Rowan | 2 | P.L. | ..... |
| 83*Porcupine | 1 | ..... | C. |
| 84 Powassan | 2 | ..... | C. |
| 85*Ravensclife | 1 | ..... | C. |
| 86 Richard's Landing | 1 | ..... | C. |
| 87 Ridgemount | 1 | ..... | C. |
| 88 Ripley | 1 | P.L. | ..... |
| 89 Richmond Hill | 1 | P.L. | ..... |
| 90 Rockwood | 1 | P.L. | ..... |
| 91 Runnymede | 3 | P.L. | ..... |
| 92*Sanford | 1 | ..... | C. |
| 93*Seeley's Bay | 1 | ..... | C. |
| 94 Sheguiandah | 2 | ..... | C. |
| 95 Slate River Valley | 1 | ..... | C. |
| 96 South Gillies | 1 | ..... | C. |
| 97 Spanish Mills | 1 | ..... | C. |
| 98 Springbrook | 1 | ..... | C. |
| 99 Staffa | 1 | ..... | C. |
| 100 Stirling | 2 | P.L. | ..... |
| 101 Salphide | 1 | ..... | C. |
| 102 Sunnidale Corners | 1 | ..... | C. |
| 103*Sylvan | 2 | ..... | C. |
| 104 Thamesville | 1 | P.L. | ..... |
| 105 Thedford | 1 | ..... | C. |
| 106 Thorold | 2 | P.L. | ..... |
| 107 Victoria Mines | 1 | P.L. | ..... |
| 108 Walton | 1 | P.L. | ..... |
| 109 Waterdown | 2 | P.L. | ..... |
| 110 Wardsville | 1 | P.L. | ..... |
| 111 Wellman's Corners | 1 | ..... | C. |
| 112 Westbrook | 1 | ..... | C. |
| 113 Whitby | 3 | P.L. | ..... |
| 114*Whittington | 1 | ..... | C. |
| 115*Winchester Springs | 1 | ..... | C. |
| 116*Windham Centre | 1 | ..... | C. |
| 117 Williscroft | 1 | ..... | C. |
| 118 Winona | 1 | ..... | C. |
| 119 Worthington | 2 | ..... | C. |
| 120*Zion | 1 | ..... | C. |
| Totals | 168 | 71 | 97 |

NOTE.—The above does not include Technical Travelling Libraries.

## ADDRESS DELIVERED AT THE CONVENTION OF THE MEMBERS OF THE ONTARIO WOMEN'S INSTITUTES, CONVOCATION HALL, TORONTO, NOVEMBER 17TH, 1910, BY THE INSPECTOR OF PUBLIC LIBRARIES.

*The Presiding Officer and Members of the Ontario Women's Institutes*

I have been asked to say a few words on "Travelling Libraries." I should have much preferred speaking to you, but I have some statistics for your information, which I could not commit to memory.

In 1892 the State of New York inaugurated the first system of Travelling Libraries. This proved so successful that the plan was soon adopted in other States. In 1893 the State Library of New York at Albany sent out a few libraries of 100 volumes each to the smaller cities and villages that were not provided with Free Public Libraries. These were to remain for six months, until exchanged for another case. The fact that twenty-five of the twenty-eight States of the United States now undertaking library extension work have thus emphasized the worth of Travelling Libraries, testifies to the practicability of these methods, and to the universal acceptance on this continent of this form of auxiliary aid to the smaller libraries and the scattered reading community.

By 1899, following the example of New York, eight other States had adopted the Travelling Library system, and about 2,500 libraries containing in all 115,000 volumes were circulating through the country, bringing entertainment and instruction to thousands of people hungry for reading matter. To-day—ten years later—there are over 400,000 volumes on the wing, appeasing the appetites of the people. These twenty-five States are scattered from California to Wisconsin, from Virginia to Oregon, from Colorado to Vermont.

The system proved so flexible and useful as to attract still wider notice, and the sympathy of broad-minded men and women, philosophers and statesmen, philanthropists and educationists, who had the welfare of the more isolated communities at heart, welcomed the innovation. Few people, however, realize, many be it said not caring to do so, the almost incalculable value that these collections are to the rural reader as well as to the public at large. The uses of a Travelling Library and the far-reaching influence that it exercises for good, are impossible to estimate. If by accident an undesirable volume, masquerading under an innocent title and in modest attire, should steal into these sanctuaries of choice literature, its presence should at once be reported to those responsible and the intruder deported.

It has been stated and with admirable aptness, that the happiness of a country must be measured not by the number of its magnificent palaces, but by the multitude of its small homes. So it has been argued that in the world of books, while we feel pride in the ornate and alluring city receptacles that invite us to exploit their comfortable corridors, flanked with gems of literature in costly covers, we should feel none the less deep interest in the small and well-thumbed collections housed in the rural library whose patrons know nothing, other than by hearsay, of the architectural grandeur of its metropolitan kinsman. Many a backwoods shanty on the fringe of civilization, many a fireside nook on the outposts of settlement, have sheltered valuable volumes, and many a boy and girl by the uncertain light of a fitful cabin fire have gained from these the inspiration of their future greatness.

To aid in securing this blessing for places remote from the hurly-burly of population the Travelling Library was conceived. It met with instant recognition

and, as you know, it has "come to stay." By the means of this small, unpretentious, brown and ofttimes battered box, well-chosen books, many whose titles hitherto have been but dreams in the minds of hungry book-worms in country-side, bush-cabin or prairie shack, are now distributed in village, town and rural district, and the cry for help, even from the wilderness, is not unheeded.

To secure for the rural communities of this Province access to books "of instruction, entertainment, inspiration or charm," is the aim of the Minister of Education, who will extend to every man the opportunity—limited only by the generosity of the Legislature— to "get the most and the best out of life for *himself* and so put the most and best into *his* life for his country."

I am given a few minutes to-day, through the courtesy of Mr. Putnam—the energetic official director of your aims—and through your own kind toleration, to tell the story of the creation and expansion of the Travelling Library movement in Ontario.

Precedent to this, a brief reference to existing conditions in the United States should be informing, for after all it is only by contrast with others that we can hope to properly estimate our own efforts and privileges. This brings me to the pertinent question—"What is a Travelling Library?"

While the definition is simple, the question of the scope of the libraries' possibilities is unanswerable.

Travelling Libraries, as most of you ladies are aware, are "collections of books sent to communities, associations or individuals for circulation." Women's Institutes come within the second of these classifications. But as to circulation, "What of it?" Books are to the brain what blood is to the body. Without circulation blood is no better than water. Without circulation, books are no better than bricks. Travelling Libraries may be sent by larger libraries to supplement their branch work, or given by an association, or by an individual, or by a Province, to supply its rural districts, care, of course, being taken that the Travelling collection is not used by any one who could or would otherwise obtain books by becoming a member of a Public Library.

But as circulation cannot be obtained without *publicity* you should resort to every expedient for announcing the arrival of the box, and prepare a cosy corner for its reception. The country editor at this stage should be your best friend.

As the Department has to provide against over-duplication a system of selection and distribution is essential. For this purpose a special stock of books is set apart in the Inspector's branch. The Travelling Libraries of the Public Libraries of the city—not the State— of New York, the wealth of which city is fabulous, and has a population almost twice as large as that of all Ontario, contain 50,000 books, require the services of seventeen assistants and have an annual circulation of 89,845 volumes.

The class of books in these Travelling Libraries is a matter of vital importance and a much debated point. In respect to what proportion of fiction is permissible opinion differs. In attempting to solve this problem, it is not so much what each person asks for that should weigh, but the principle of the "greatest good for the greatest number." It is well to repeat this phrase, which is not an empty one— "*The greatest good for the greatest number.*" A close analysis of this well-worn maxim reveals all kinds of possibilities. It would be business, I think, if these words of wisdom were pasted in every man's hat and if possible, in every woman's hat also. As to fiction, its proportion must be regulated largely by the common sense and perception of the selector. This scale of proportion is generally regulated by the tastes of the consumer in much the same way as is the flavouring in an apple

pie. Some children cry for cinnamon, others prefer the spiceless fruit. Recognizing the importance of clean fiction—not forbidden fruit—the Libraries issued by the Department of Education contain from 20 to 30% of Fiction for adults, and 45% of Miscellaneous reading matter which includes: General Works, Philosophy, Religion, Sociology, Philology, Natural Science, Useful Arts, Fine Arts, Literature, History, Biography, also from 20 to 25% of juvenile books. The selection of these latter should be of first concern, for when children leave the juvenile branches for the adult section, they will have acquired the reading habit for a higher type of books—a habit once acquired, never lost.

The Secretary of a certain Institute, and please do not ask the name—thought that almost *all* the books in these Travelling Libraries should consist of "*fiction.*"

Our ordinary Travelling Libraries are of two kinds: (1) Fixed or Permanent, and (2) Elastic or Openshelf, and contain from 40 to 60 volumes each. These are put up in stained pinewood boxes, with lid and lock, and divided lengthways by a shelf, and are almost exclusively, "fixed collections." All libraries are accompanied by classified lists. This method of Library extension is practically in its infancy. Only "ordinary" libraries, "fixed collections," have up to the present been shipped to Women's Institutes. In the future it is hoped to make provision for the special requirements of special communities. In addition to this, the Department, upon application and by arrangement, supplies the under-mentioned Travelling Libraries for special purposes.

(*a*) Public Libraries in industrial centres: technological collections, for the use of artizans and mechanics.

(*b*) Public Libraries. Collections for children only.

(*c*) Public Libraries. Collections for young men and women only.

(*d*) Library Boards. Library upon construction.

(*e*) Library Boards. Library upon administration.

(*f*) Library Boards. Library upon Cataloguing and Classification.

(*g*) Study Clubs. Library upon Canadian History or special literary subjects and travel.

(*h*) Individuals. Special collections of books for reading course.

Ordinary Travelling Libraries are also loaned free from charge to the following:

(*a*) Small struggling libraries.

(*b*) Groups of taxpayers living in hamlets.

(*c*) Rural Communities.

(*d*) Women's and Farmers' Institutes.

(*e*) Mining, mill and other industrial companies in New Ontario.

(*f*) Poor schools, not possessing a school library. (Loaned only under pressing needs).

The time allowed me is too brief to permit extended reference to any of these separately, but those ladies wishing for particulars are invited to read the report of the Inspector of Public Libraries for 1909, pages 369-371.

The limit to the activities of the Department of Education along these lines, is controlled by two important factors. (1) The amount of the Annual Grant voted by the Legislature, and (2) The working capacity of the Inspector and his clerical help. Notwithstanding these limitations let us see how we "line up" by comparison with our friends across the border.

I find that twenty-five of the States have introduced the Travelling Library system. Of these, only fourteen surpass Ontario in respect to the number of volumes in circulation. On the other hand the Department of Education points

with pride to the fact that it leads the States of Alabama, Connecticut, Indiana, Maine, Maryland, Missouri, Nebraska, North Dakota, Oregon, Vermont, Virginia and Washington, and is practically on a par with Colorado and Idaho.

To-day we have in Ontario a total approaching 10,000 volumes in the Travelling Libraries Branch.

With a population of say 2,500,000, this Province, which embraces an area of over 261,000 square miles, to-day supplies 30,000 rural readers—allowing three readers for each book—at a cost to each reader of less than two-thirds of a cent per volume. This is based on the freight charges one way, on each case of books, which is paid by the recipients. The return charges are paid by the Department. In many of the States the recipients pay the charges both to and fro, together with an annual fee, as high as $12.00 in more than one instance. No such charge is exacted in Ontario.

In Indiana and Alabama, with a joint population of 4,345,000, almost double that of Ontario, but with a total area of less than 90,000 square miles compared with Ontario's 261,000 square miles, they have jointly fewer books in their Travelling Libraries than we.

Maryland and Nebraska, with a joint population of nearly 3,000,000, or one-sixth more than this Province, but with a joint area of less than 90,000 square miles, also have fewer books in circulation than have we.

The Travelling Libraries in Connecticut and Missouri, whose united population is 4,000,000, or one-third greater than that of Ontario, but with a joint territory of only 77,000 square miles, less than one-sixth of the area of this Province to serve, contain only 8,400 books.

I find the figures upon which my calculations are reached, in the Year Book of the League of Library Commissions of the United States for 1910, and present them, not for the purpose of minimizing the efforts and progress made by our neighbors—which is beyond praise—but to show that our own Province, blessed yet handicapped with an area greater by 10,000 square miles than that of all the last six States referred to, is surely keeping up with the procession. As a reason, however, that we must keep "hustling" it is both proper and fair that I should on the other hand refer to the State of Ohio, which with a population of over 4,000,000, has 50,000 books serving a compact constituency of only 41,000 square miles.

But in Ontario's further favour it should be said that while I am basing my figures on her estimated population for 1910, I am, in the case of the United States, calculating on the population census taken in 1900—ten years ago.

Of all the States "making good" in this direction, Wisconsin probably takes the lead. In May of this year her Travelling Libraries reached a grand total of 944, containing 44,527 volumes of all classes and written in many tongues. It is my pleasure to point out to you in probable explanation of the fact of Wisconsin's progress that the Chief of its Department of Travelling Libraries is a *woman*—Miss Stearns.

The State of New York holds an exceptional position. It has over 90,000 books in its Travelling Libraries serving a population of about 8,000,000, crammed into an area, however, only one-fifth of the size of Ontario. This means about 1,800 libraries serving say nearly 300,000 readers or about 4% of its inhabitants. We supply but one and one-fifth or less than 2% of our population in a similar way. But then in Ontario we have no Travelling Libraries donated by sympathetic supporters as is the case in many of the States of the Union. As an additional offset to this, in respect to our apparent disproportion in Travelling Libraries so far as the State of New York is concerned, I ask you to remember that while that State

with its enormous wealth has only *one* public library for every 25,000 of its population, Ontario provides a public library for every 6,000 of its people, and while New York State gives at most $100 as an annual grant to any one *free* library, the Legislature of Ontario, under certain conditions, and with greater generosity, may pay a maximum of $260.

My allotted ten minutes has expired.

One word as to matters nearer home. Within the last two years the Department of Education has loaned 95 Travelling Libraries to various Women's Institutes. The place called "Aspdin" holds the record. It has had six libraries, a fact that Mrs. Joseph Clark, if present, can verify.

The Minister of Education is anxious to do more for you, and the Inspector hopes to supply you with more and a greater variety of books on Domestic Science, and the Useful Arts. A letter addressed to myself will bring a blank form of application.

We have about 200 Travelling Libraries. It is obvious we cannot supply the wants of all your Institutes, of which, I understand, there are 600. The principle that governs is to supply those communities remote from a Free Library, or to supplement the limited stock of books in the smaller Association Libraries, of which there are 240 out of 430 of all classes of Public Libraries in the Province. The Travelling Library is the advance guard of the Free Library that must surely follow. I am already in receipt of many letters from Women's Institute Officers, asking for the procedure in organizing and establishing a Public Library.

We look to you for your valuable co-operation.

In closing let me tell you that our Travelling Libraries are bringing sunshine into the farthest corners of the land. With the active aid of Miss Black, Librarian of Fort William, eight libraries have recently been shipped into the Thunder Bay country for the use of the pioneer, lumber-jack, and camp follower, where they are tracking in rotation in each other's footsteps, each library serving in turn the same eight settlements.

Will not one of you ladies write "The Romance of a Travelling Library?" Depict its wanderings; the readers that have become its friends; its vicissitudes; its influences; the happy hours it has conferred on all sorts and conditions of men and women, boys and girls; the stirring story of many a strong example it has set; of the tender consolation and cheer it has extended to some afflicted reader; the practical knowledge it has imparted to the manual worker; of the numerous "situations" it must have been a silent witness; the entertainment, not only that its pages have offered, but the *story of its achievements* from the point of view of the books themselves—the books as mute observers but graphic recorders.

Personally, I learned long since how to appreciate a page of print, for I have spent many lonely months in sub-Arctic regions remote from my fellows, where books were as scarce as orange blossoms.

In conclusion, with an apology for this disconnected talk, but with appreciation of your patience, will you in the words of a well known United States lady Library worker—adapted for this occasion—join me in a toast?

"Here's to our Travelling Libraries;
The promoters of civilization;
The makers of true homes;
The moral uplifters of communities;
The benefactors of our schools;
True missionaries in the homes of the isolated;
Co-operators with the Public School;
Destined one day to become one of the most
powerful educational influences in the 'Province of Ontario.'"

## TRAVELLING LIBRARIES—WOMEN'S INSTITUTES

The appended list shows the number of Travelling Libraries that have been loaned by the Department of Education to Women's Institutes in Ontario since the receipt of the first application, giving the names of the Institutes, the number of cases sent to each Institute and the names of the Secretaries, for future reference:

| | Name of Institute. | Number of Libraries Loaned. | Secretaries. |
|---|---|---|---|
| 1 | Allansville | 1 | P. Proudfoot. |
| 2 | Allenford | 2 | Mrs. Jno. Hewiston. |
| 3 | Allenwood | 1 | Mrs. Jack Northgraves. |
| 4 | Arkwright | 1 | Miss Annie Corbett. |
| 5 | Ashworth | 2 | Mrs. Wm. De Maine. |
| 6 | Aspdin | 6 | Mrs. Jos. Clarke. |
| 7 | Bailieboro | 1 | Mr. Jno. Green. |
| 8 | Bardsville | 3 | Mrs. Albert Goltz. |
| 9 | Berkindale | 3 | Miss Kate Robson. |
| 10 | Brinston | 1 | Miss Dora E. Driscoll. |
| 11 | Burford | 2 | Miss E. A. Lester. |
| 12 | Burgesville | 2 | Mrs Jas. Dennis. |
| 13 | Camilla | 1 | Mrs. Oscar Banks. |
| 14 | Cherry Valley | 1 | Mrs. W. S. Blakely. |
| 15 | Clanbrassil | 1 | Mrs. Jas. McConachie. |
| 16 | Clavering | 2 | Miss C. Lawrence. |
| 17 | Conmee | 1 | Mrs. Jno. Clarke. |
| 18 | Conngsby | 1 | Miss M. McArthur. |
| 19 | Conn | 3 | Miss Jennie Cannon. |
| 20 | DeCewsville | 1 | Mrs. O. Warner. |
| 21 | Dorion | 1 | Mrs. Wm. Morgan. |
| 22 | Dundonald | 1 | Mrs. Jos. Philp. |
| 23 | Dunsford | 1 | Miss M. Thurston. |
| 24 | Etwell | 1 | Mrs. Wm. De Maine. |
| 25 | Everton | 1 | Miss Nettie Abbott. |
| 26 | Fenwick | 1 | Mrs. Jos. Meyers. |
| 27 | Finch | 1 | Mrs. Geo. A. Aikin. |
| 28 | Gooderham | 1 | Mrs. S. Whittaker. |
| 29 | Greenway | 1 | W. J. Wilson. |
| 30 | Harrietsville | 3 | Mrs. Jelly. |
| 31 | Harrow | 2 | Mrs. T. B. Adams. |
| 32 | Hepworth | 3 | Wm. Beacock. |
| 33 | Hilliardton | 4 | Mrs. Alex. T. Shelp. |
| 34 | Honeywood | 1 | Miss L. A. Mortimer. |
| 35 | Hymers | 1 | Mrs. L. Withershaw. |
| 36 | Kent Bridge | 1 | Mrs. M. West. |
| 37 | Kerrwood | 1 | Mrs. J. M. Brunt. |
| 38 | Kintail | 1 | Miss A. M. McDonald. |
| 39 | Laurel | 2 | Mrs. E. Richardson. |
| 40 | Lion's Head | 1 | Mrs. D. Thompson. |
| 41 | Luton | 1 | Mrs. W. J. Dunn. |
| 42 | Madoc | 1 | Mrs. W. W. Hudgins. |
| 43 | Mapleton & Kingsmill | 1 | Mrs. Chas. Brooks. |
| 44 | Monticello | 1 | Mrs. Wm. McKinley. |
| 45 | Mount Pleasant | 2 | Miss Lena M. Hayes. |
| 46 | Murillo | 1 | Mrs. A. Boulter. |
| 47 | Nelson | 1 | Miss Clara L. Mitchell. |
| 48 | Onondaga | 1 | Miss W. Churchill. |
| 49 | Ospring | 1 | Mrs. Jas. McLachlin. |
| 50 | Paris | 4 | Mrs. John McVicar. |
| 51 | Park Head | 1 | Mrs. C. W. Rourke. |
| 52 | Queenston | 1 | Miss I. M. Armstrong. |
| 53 | Ravenscliff | 1 | Mrs. A. DeForest. |

TRAVELLING LIBRARIES—WOMEN'S INSTITUTES—Continued

| | Name of Institute. | Number of Libraries Loaned. | Secretaries. |
|---|---|---|---|
| 54 | Sanford | 1 | Mrs. A. L. Casselman. |
| 55 | Seeley's Bay | 1 | Mrs. Hazel Washburne. |
| 56 | Slate River Valley | 1 | Mrs. D. J. Piper. |
| 57 | South Gillies | 1 | Mrs. Fred. C. Hawkes. |
| 58 | Staffa | 1 | Miss M. Pringle. |
| 59 | Strange | 1 | Mrs. Geo. Atkinson. |
| 60 | Sunnidale Corners | 1 | Miss Lizzie Gibson. |
| 61 | Sylvan | 2 | Mrs. Ida J. MacKay. |
| 62 | Thedford | 1 | Mrs. J. G. Dawes. |
| 63 | Wellman's Corners | 1 | Mrs. Chas. Dracup. |
| 64 | Westbrook | 1 | Mrs. Geo. Kiell. |
| 65 | Whittington | 1 | Mrs. W. T. Johnston. |
| 66 | Winchester Springs | 1 | Mrs. Mary E. McIntosh. |
| 67 | Williscroft | 1 | Miss Lizzie Robb. |
| 68 | Windham Centre | 1 | Mrs. J. S. Merritt. |
| 69 | Winona | 1 | Mrs. A. B. Foran. |

## TRAVELLING LIBRARIES AND SHIPMENT OF CASES

The work of checking, shipping, receiving and comparing the books with the catalogues both before loaning and after the return of the cases; the repairing of damaged volumes and the replacing of the missing ones, alone requires the almost undivided time of Mr. Riddell, the shipping clerk, whose knowledge of this special work is expanding. The entering in the Association book of the 10,000 volumes contained in the 200 cases is progressing as fast as other pressing duties permit.

The reduction in size of most of the larger cases containing 60 books, as suggested in my last report, has been made and a more frequent exchange of libraries and the serving a greater number of places has resulted.

At the time of the death of Mr. Leavitt, the late Inspector, arrangements had been completed by which it was planned that the present Inspector should take the field and enter upon an active missionary campaign. This could not then be carried out, neither has it since been possible, owing to the growth of the business of the Inspector's office, so while personal missionary work in the field was wholly out of the question, other opportunities that offered were not neglected and as a result a widespread appeal for libraries has followed, and while the total number of libraries loaned in 1909 was 116, the total loaned for a similar period in 1910 was 169.

## TRAVELLING LIBRARY NOTES

Travelling Libraries are designed to encourage the establishment of permanent libraries wherever possible, and to provide books for localities which cannot support libraries of their own.

In Northwestern Ontario, especially, a stream of newcomers are pushing into the interior, all adding to the wealth of the Province. *The State owes a duty to these pioneers, and should see that they do not suffer for lack of the reading to which they have been accustomed.*

The rural population of many portions of Ontario must for some time depend upon travelling libraries to supplement its home collection of books.

The Minister of Education recognizes that the largest field of usefulness of the library is with the children and "that by establishing the reading habit while

young, by cultivating a taste in the children for good books, a force will be created, which will make for personal happiness, public efficiency and good citizenship." The importance of good reading for children cannot be over-estimated.

In Wisconsin one-hundred-volume libraries are rented to small libraries for $12 a year.

As in more material matters of business, the value of a Travelling Library depends upon the extent of publicity resorted to to announce its existence. George Moseley, Chief of the Travelling Library Department of the State of Virginia, says the two essentials for the complete development of any Travelling Library system are, first, *publicity,* and second, *ability* to meet the created demand.

Fully appreciating the force of this doctrine, the Inspector at all times and all places, in and out of season, has exploited the existence and benefits of the system in this Province, and expounded the regulations, supplemented by circular announcements. With what result the recorded work of the year shows. It is in order for every community who either shares or hopes to share in these library blessings to call in the neighbours and proclaim what has been found.

While the school seems for some reasons a proper place for storing a circulating library, its circulation is restricted to study students, a majority of the books being more suitable for adults than juveniles. Hence it is by no means the best place to locate a library. Pennsylvania takes the view that a public school library is distinct from a public library and should be kept separate. With this view I am in accord.

Wagon delivery has been introduced with great success in some of the Northwestern States, notably Wisconsin, where books are carried to and delivered at the house. The Book Wagon in one county serves 50 places. Drives up to the farmers' doors with 400 to 500 books.

There are two sides to this feature, the principle that urges the extension of every reading facility to the citizen, and the question as to whether literature is not better appreciated where some little trouble has to be resorted to to obtain it. In any circumstance the idea of the book wagon, though it demands consideration, is outside the pale of possibility in the Province to-day.

As to "deposit stations," while they would be splendid auxiliaries to our present system, we must rest content this year with the aid extended in the ordinary way by our Travelling Libraries.

In many of the States a great number of Travelling Libraries have been loaned outside of the Government cases. In Connecticut, while there are only 78 libraries owned by the Public Libraries Commission, 236 libraries have been loaned by various societies and individuals.

In Colorado many boxes contributed by individuals cost $50 for a box of books and name plate.

Who will contribute in Ontario, not for the purpose of circulating any especial propaganda or cult, but for legitimate purposes of clean entertainment and up-to-date instruction?

As these are the days for the conception and delivery of a great amount of cadaverous and infected literature, the Minister of Education particularly requests that if any reader should find any undesirable or questionable book—which might creep in notwithstanding departmental vigilance—the title of the offender be reported, so that an examination can be made and the masquerader black-listed.

It is now happening that many of the volumes in circulation are showing signs of the hard work they have done, and exhibit scars of honourable service. With the approval of the Minister it is now arranged that the best of these be

donated to the most deserving of the smaller libraries in the country. Packages of twenty-five and more are being collected for this purpose. The first to receive a donation is the small, newly organized library at Runnymede. The wants of others will be attended to. Wise discrimination in this respect is all essential.

While the circulation of books through the medium of Travelling Libraries is of paramount importance, it must be done in certain localities only to an extent that does not release a Public Library from purchasing all the books of its own that it can, and pushing their circulation. On the other hand, a limited number only can buy or hire their books, but experience has proven that unless knowledge is as free as air or water, it is fearfully handicapped, and to quote the Iowa State Commissioners, "the State can not afford to allow even the smallest obstacle to remain between any of its citizens and the desire for either inspiration or information."

It is well that applicants for Travelling Libraries should bear in mind that in almost all instances the libraries are "fixed" collections.

In order to keep the Travelling Libraries available for immediate calls, the selection and insertion of books from other cases cannot be permitted—Every "fixed collection" has its printed or type-written catalogue.

The "open" method involves much more labor than the unit system, and for this reason alone could not be introduced.

The attention of Farmers' and Women's Institutes—which latter organizations are appreciative recipients of Travelling Libraries—is drawn to the following clause, Subsection 1, Section 17 of Part 1 of the Public Libraries Act of 1909.

"Every Farmers' Institute or Women's Institute may affiliate with any Public Library on terms to be agreed upon with the Board, and in event of such affiliation every member of such Farmers' Institute or Women's Institute shall be entitled to use the library on the same terms as residents of the municipality in which the library is situate."

All books should be circulated among the entire community without restriction.

## STUDY CLUBS

The only application from a Study Club for a collection of books was received from the "Monday Evening Club" of Sault Ste. Marie, through Miss Mary D. Harkness, teacher of English and History in the High School, who, as a result of my visit, had arranged to take up the subject of "Holland" for a winter course. I regret that up to this date no time has been available for making and shipping the collection asked for.

It is expected that other clubs will take advantage of the opportunity offered during the coming year. It would be well if all Study Clubs would register their names and officers with the Department of Education, and send in the story of their annual proceedings.

## THE CANADIAN HEROES SERIES

It is gratifying to know that the first book of the series—*"The Story of Isaac Brock"*—is now in its second edition, over 4,000 copies having been sold in Canada, besides a special United States edition issued by the McClurg Company of Chicago. According to the reports received from many librarians, it is in much demand, being seldom on the shelves.

The MS. of the second volume of the series—*"The Story of Tecumseh"*—is completed, and is expected from the press early in 1911.

Mr. Norman Gurd, B.A., of Sarnia, a former President of the Ontario Library Board, was invited to write the "Story." Perusal of the MS. confirms me in my belief—shared by more competent judges—that the book will more than fill every expectation. Mr. Gurd, who has been over two years collecting data from widely-scattered sources—a most difficult task—has without doubt prepared for the youth of Canada an instructive and graphic account of the period covered, replete with facts and incidents hitherto unpublished, a very fascinating story of the wild exploits of the Indian hero of 1812-14 whose faithful services to the British, and acts of daring could not be permitted to perish unrecorded. "Tecumseh" will make a splendid companion book to "Isaac Brock."

### THE MAILING AND STATED NON-RECEIPT OF DEPARTMENTAL PUBLICATIONS

Complaints have frequently been made that the official publications issued by the Department seldom reached the Library entitled to receive them. It has been pointed out by the Inspector at many meetings that he knew that in a number of instances the envelopes containing the pamphlets referred to were often, when received, not opened, and in many instances, if opened, consigned to the waste-paper basket instead of being *bound* and carefully *preserved for daily reference by the Librarian, the Secretary, or the Board.* To ascertain how much foundation there was for this complaint there has since been inserted in all publications mailed to the Libraries, the following returnable printed postal card:

"Received from the Minister of Education, ..... 1910, ....., Secretary or Chairman ..... Public Library."

On the other side of this card is printed, "The Inspector of Public Libraries Department of Education, Toronto," already stamped.

On the outside of the big stamped envelope, enclosing the publications, the precaution has also been taken to print the following notification in red ink:

"IMPORTANT: POSTMASTER WILL RETURN TO DEPARTMENT OF EDUCATION, TORONTO, IF NOT DELIVERED IN TEN DAYS"

As an example of the indifference of many of the complaining recipients it should be recorded that out of the first 414 copies of the Proceedings of the Annual Meeting of the Ontario Library Association for 1909, duly mailed, only 187 cards of acknowledgment have been received by the Inspector, and only *six* copies of the Report returned by the local postmasters, showing that 221 copies were received by the Library officials to whom addressed, but who, notwithstanding their past complaints of non-receipt, would not take the trouble to sign and mail the printed card of acknowledgment, already stamped and addressed to the Inspector.

### LIBRARY SUMMER SCHOOL

The demand and need for a Summer Library Training School in Ontario is increasing. Many letters from young men and women looking forward to following library work as a profession have been received. An expressed want for some provincial school of instruction is more and more apparent.

The selection of a Library for this purpose in Central Ontario is not as easy as it might appear. While the Toronto new Reference Library on College Street would seem to be the place of all others most suitable, questions have arisen which compel consideration. The accessibility of the Normal School Library under the same roof as the Department of Education, with its theatre adjoining, connected by covered corridor with the Normal and Model Schools, and the daily use of its

books by the students presents many advantages. Unfortunately, its 35,000 volumes have not hitherto been either catalogued or classified in accordance with the Dewey Decimal or any other recognized system.

In my report of last year, in referring to the need of a library school in Ontario, and in speaking of its possible establishment in Toronto, I innocently remarked, "that to inaugurate the good work before the books of the Toronto Library were completely classified and catalogued would seem to be premature and useless," but that "when that was done arrangements could doubtless be entered into, etc., etc." Later I was surprised to hear from the Chief Librarian that "the three cataloguers—the best in Canada, brought to Toronto because of their expert knowledge—are naturally a little offended at a statement from the Government that it would be premature and useless to inaugurate the good work (a Summer School) before the books of the Toronto Library were completely classified, etc. . . . The inference they have drawn is that *the books in the Toronto Library are not classified.*"

It is not necessary for me to disclaim intentional malice prepense nor did I question the ability of the Library cataloguing staff; I merely referred to what I was informed was its incompleteness in respect to the cataloguing and classifying of its contents. I should not have mentioned the matter again had not the following sentence appeared in the "Story of the Toronto Public Library," as recently supplied me through the kindness of the Chief Librarian and reproduced on another page.

"The whole of the Reference Library is *being* classified and card catalogued by a department of experts, and it *will soon* be possible in this city to point to one of the *most completely* catalogued and accessible libraries in Canada."

It would seem then that after all my remark in my last year's Report contained no righteous ground for even the most captious to take offence.

As to the Normal School Library, it was for the reasons mentioned a quite impossible place for the purpose. To this I drew the attention of the Minister, making certain suggestions in respect to its fulfilling its natural obligations, for though, while not under the jurisdiction of the Inspector of Public Libraries, its incompleteness for library educational purposes for Normal School students, I was constantly reminded of on my tours of inspection. The official cataloguer of the Department of Education, Miss Speremean, jointly with Miss Grace Andrews, for many years of the Toronto Public Library, ably supported by Mr. H. R. Alley, the Librarian, are hard at work cataloguing its most valuable collection of books and documents, and installing the Newark charging system.

A head librarian should be largely an administrator, and not necessarily required to have an intimate knowledge of details.

I would respectfully suggest that provision be made in the estimates for a small sum sufficient to hold a library school at some suitable place this summer.

I have received from Mr. C. H. Gould, Librarian of the McGill University, the following list of names of the students from Ontario attending last year's library school in Montreal:

| | | |
|---|---|---|
| Miss | Ada D. Dickson | Pembroke, Ont. |
| " | Cecilia McGee | Parry Sound, Ont. |
| " | Bertha McMeekin | Ottawa, Ont. |
| " | Mabel Sinclair | Ottawa, Ont. |

At the New York State Summer School in one year sixteen different States sent 44 students. Of the total students attending the school 1,446 have filled library positions.

### STORY HOUR

This admirable form of diversion and instruction for children has been instituted by Miss Spereman while engaged in cataloguing a library whenever conditions proved favourable, and where introduced has proved a marked success. In some provincial libraries this feature has been continued after Miss Spereman's departure. To quote Miss Lyman, of Chicago.

"What we really want is, that the printed page shall speak to the child and become a living thing, and that life a part of himself. There is no way that can so perfectly accomplish this as to take the story out of the mechanical difficulties of the book and set it free in the form of oral presentation. Then all that is best and noblest goes unhampered to the heart of the listening child."

"The reason for story-telling seems so obvious that one is almost inclined to demand a defense for not employing story-telling, rather than a plea for its use."

"'*Once upon a time*' is a password when no other will ever give admittance."

"Incidentally, we find that children, whose thoughts are like the thistle-down, now here, now there, gain the power of concentration, held by the power of the story-teller. This age is far too material, too given over to the commercial aspect of life, too little appreciative of the world of art and nature, of beauty and poetry and music. In the extremities of life it is not the material world which brings us comfort, but the world of thought, of ideas."

### BOOK SELECTION

*And "Quarterly Bulletin of Selected Books."*

Recognizing the careful choice of books as a most vital feature of library work, the Minister of Education is co-operating in every way possible with the Ontario Library Association and in keeping with his promises to facilitate the work of the Library Boards of Ontario in the selection of current literature.

"The Selected List of Books," edited by Mr. E. A. Hardy, who was recommended by a special Committee of the O. L. A. for the purpose, is gradually assuming the importance and usefulness predicted for it.

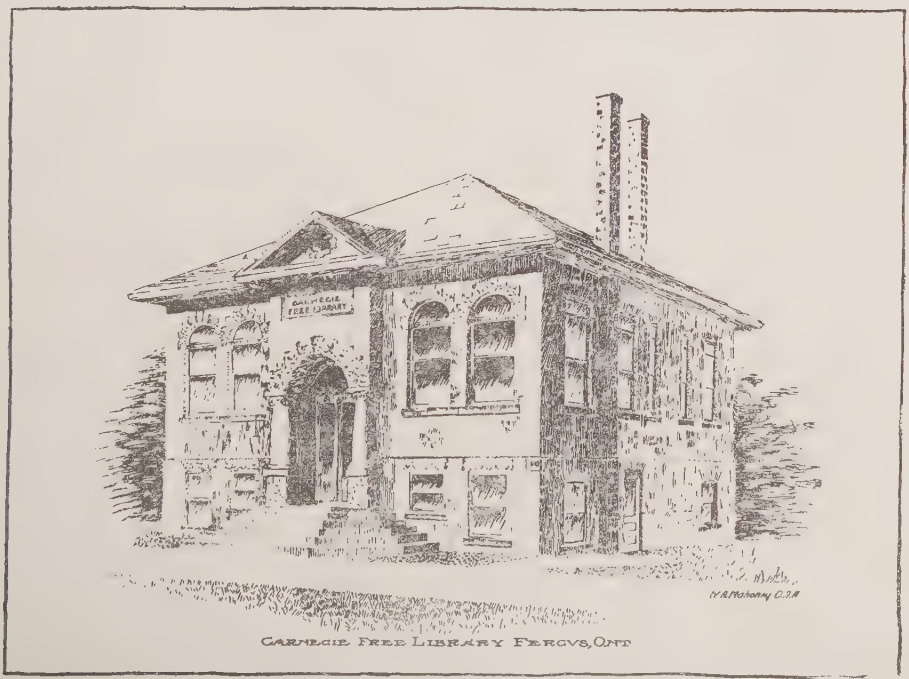
This Bulletin, an outstanding feature of which is to specialize British publications with the emphasis on those "made in Canada," though intended as a *quarterly* publication, was not during the early part of the year published with the regularity that was looked for. From now on, it is promised that it will be ready for the press promptly at the end of every third month, while containing a list of current publications selected and recommended by the O. L. A., with brief annotations where necessary and with the names of publishers and the prices added. The cost of the publication itself and the services of the editor are paid for by the Department of Education.

The last issue contained about 435 titles, grouped broadly under the Dewey Decimal System. It would be better for instructional purposes if it was more exactly classified and catalogued.

Several special and most valuable bibliographies have appeared during the year. One on "Canadian Poetry," January issue, 1910; one on "Canadian Fiction," July issue, 1910, and one on "Agricultural Books," November issue, 1910, and others no less important will appear from time to time in ensuing issues. By this means some 1,200 or 1,400 titles of selected current publications of all

Front Elevation.

Fergus Public Library.




Fergus Public Library.

classes are brought to the notice of Librarians and Library Boards during the year and present the specific aid in this direction—at no expense to the libraries of the country—that librarians and delegates to Library Institutes have been clamoring for. Two copies of each issue are sent respectively to the chairman of every Public Library Board and every known librarian in Ontario. The invitation to co-operate and to send in names of books for the consideration of the Special Committee and the Editor, is gradually being responded to.

Acting on the recommendation of the Inspector, the Minister has approved of the addition in future issues of a page or two of supplementary matter.

The following special notice appeared in the November issue for 1910:

SPECIAL NOTICE: "It is expected that before the publication of the next Quarterly Bulletin arrangements will have been made—with the approval of the Minister of Education—for the inclusion of a few pages of selected paragraphs and contributed matter on library occurrences and other information for the benefit of library workers in Ontario."

## FIVE YEAR LIST OF BEST BOOKS

It has been urged at several of the Library Institutes by resolution that the Government engage the services of an expert—the name of Mr. Laurence J. Burpee, the Librarian of the Carnegie Library at Ottawa, being mentioned—to prepare for the printer every five years a quinquennial list of the best books of all classes published during each preceding lustrum.

Were such a work to be published there is but one opinion that no better selection for editorial purposes could be made than Mr. Burpee, who has deservedly won a continental reputation as a clever Canadian *litterateur* and authority on books. In respect to the suggestion itself, while such a book would be of great value as a work of reference, it would not, in my estimation, compare with a quarterly list of current literature from the point of view of a practical aid to the ordinary Library Board or modern librarian. The cost, moreover, for such a publication, in present circumstances, would I fear be prohibitive.

## BINDING

The Minister of Education having agreed that applications for the free services of the departmental official to assist in repairing and binding the books of any library needing such—might be entertained subject to the regulations, Mr. Riddell has been assigned for the work. Up to the present it has not been possible, owing to the increase in the Travelling Library work to respond to the many applications for his services. Arrangements have been completed for an early start in 1911.

## ANDREW CARNEGIE'S DONATIONS

The appended figures show the splendid donations made by Mr. Andrew Carnegie to the Public Libraries of Canada and the world for 1909, and his total gifts for Public Library and College Library Buildings from his first donation up to Dec. 31st, 1909:

| | |
|---|---|
| United States and Canada, 80 Library Buildings | $1,154,500 |
| United States and Canada, 31 increases to previous gifts, including 8 new buildings | 316,090 |
| United Kingdom, 28 Library Buildings | 329,845 |
| United Kingdom, 6 increases to previous gifts | 16,815 |
| Australia, 2 Library Buildings | 22,500 |
| South Africa, 1 Library Building | 8,000 |
| New Zealand, 3 Library Buildings | 21,500 |
| 114 new gifts, 37 increases, comprising 122 new buildings | $1,869,250 |
| Increase to previous college library gift | 7,000 |
| This makes the total of Mr. Carnegie's gifts for public and college libraries in 1909 as against $1,991,278 in 1908. | 1,876,250 |

The total of Mr. Carnegie's Library gifts to Dec. 31, 1909, is as follows:—

| | |
|---|---|
| 1979 Public Library Buildings | 49,812,400 |
| 115 College Library Buildings | 3,660,753 |
| 2094 Library Buildings | 53,473,153 |

## THE PUBLIC LIBRARY AND TECHNICAL EDUCATION

COPY OF MEMORANDUM PREPARED AT REQUEST OF DR. SEATH, SUPERINTENDENT OF EDUCATION, BY W. R. NURSEY, INSPECTOR.

Recognizing the fact that the special opportunities presented by the Public Library for the promotion of Technical Education had been neglected, and that to develop the latent possibilities that existed in this direction, the interest of the artisan and the sympathy of the employees of skilled labour were only waiting to be awakened if practical facilities were offered—representations were made by the late Inspector of Public Libraries, Mr. Leavitt, in 1908, with this object in view.

Observation on my own part during the past year has confirmed the conclusions previously reached that while the establishment of technical schools in a few centres of population to-day extend assistance to that branch of the population who earn their bread by the use of their hands, the facilities offered by these have only reached a small proportion of the working classes. It has been found that the artisans in scores of small industrial places in various parts of the Province—all beehives of industry, but without technical schools, evening classes, or other local means for imparting technical instruction—were periodically forwarding to sundry Schools of Correspondence in the United States, notably the well-known Pennsylvania School at Scranton, large sums of money, reaching in the aggregate into hundreds of thousands of dollars, for the purpose of receiving by mail, through the medium of more or less useful books and letters, instruction in respect to their daily industrial vocations, which, under existing conditions, they were unable to obtain nearer home.

In response to letters written by a prominent member of the Ontario Library Association, two years since, six small industrial towns in Ontario showed that existing methods could not provide for the technical wants of the resident artisan seeking to improve his knowledge and position. This fact was corroborated by the information that in five years from five towns alone $262,000 had been paid out by the local artisans to Correspondence Schools in the United States. From additional data, since collected, a conservative estimate of the total sum thus paid out by artisans of Ontario for technical instruction by correspondence with United States' institutions during the last few years, indicates that the amount would

easily reach the one million dollar mark. At Ottawa the number that were then stated to have taken the course referred to is reported at 1,500; at Sault Ste. Marie, 1,200; at Brantford, 1,000; at London, 550, etc., etc.

In Massachusetts I was told that the artisans of that State in the past fifteen years had paid $1,500,000 for Correspondence School Courses.

Confronted with these speaking facts, which told their own story, the industrial possibilities of the Public Libraries in Ontario, with a consequent diversion of a part of this great expenditure, yearly remitted to a foreign country, and its retention in this Province, became a subject for immediate consideration by that branch of this Department under the supervision of the Inspector of Public Libraries.

It was felt that the library was but in part fulfilling its mission in only catering to the wants of the ordinary reading public; that another field of endeavour was open for practical exploit, and that the library should at least contribute its quota of support in the extension of its many facilities for imparting knowledge in the special work of providing vocational reading and technical instruction for the local artisan. It was manifest that the time was at hand, and the opportunity had arisen, when the library might become the "people's university," in fact a "continuation school" for the industrial class who had in many instances no other home channel through which they might acquire specific knowledge so sorely needed.

Mindful of the fact that 80% of the scholars in Ontario receive their entire education in the public schools, and that only 20% attend the High School, Collegiate Institute, College or University, and that the graduates usually enter the professions, and that while the Government and the Department of Education, through the establishment of more technical schools in some of the centres of population, are wisely and successfully helping those who earn their living by manual labour, yet the further fact was apparent that these well devised opportunities could only be embraced by a small section of the working classes, and that a supplementary remedy might be presented through the medium of the library.

With a view of utilizing the public library, whose possibilities in this direction are self-evident, a recommendation was made by the Inspector of Public Libraries last year for the setting apart of $1,000 out of the appropriation for Travelling Libraries, for the purchase of selected books for "special Technical Libraries" for the purpose referred to. It was pointed out that the books published by private enterprise in the United States and elsewhere were, though included in the fees for tuition, sold to students at a very high price, the examinations being conducted by correspondence, the minimum charge for a course of study and diploma being $50.00, but in many instances reaching $100.00. Attention was drawn to the fact that industrial competition was becoming keener all along the line, that the unskilled and inefficient workmen were being driven from the field, and as the future prosperity and development of Industrial Canada depended upon the expertness of the artisan class, every possible home facility should be extended the ambitious worker, the question of whose ambition has been settled by his willing payment of hundreds of thousands of dollars to foreign correspondence schools. It was contended that an attempt at least might be made to meet the artisan's desire for further instruction along individual vocational lines, through the medium of selected technical books that would supplement those in the local library and not be kept under lock and key for reference, but circulated for study purposes, to be taken by the artisan to his own home.

This recommendation met with the cordial approval of the Minister of Education.

It is believed that if this policy of making the public library an essential part —an integral factor of our educational system—by defraying in part the cost of books for the use of the mechanic, most of which money has hitherto been taken out of the country, that the time would arrive when the Department of Education, if the experiment proved a success, might see its way to provide for holding periodical sessions for oral instruction of the readers of the books so circulated through the library. It was also conceived to be possible that if this plan was carried out to its logical and practical conclusion the necessary machinery for conducting personal examinations by local boards of examiners would ultimately be provided, when diplomas of efficiency might be issued direct through the Department of Education, bearing its official stamp, which in turn would surely carry more weight with the employers of skilled labour, and at one-tenth of the cost to the artisan, than a certificate issued by a foreign Correspondence School to whom the scholar was a perfect stranger. Surely more in the case of human efficiency than in the case of manufactured material should the trade mark "Made in Canada" apply.

To convince the opponents of library work whose contention, without a knowledge of the inside facts, has been that the public library has only catered to the passing fancies of the unemployed—work during the past year has been inaugurated along the initial lines indicated.

The intention of the Department having been announced by the Inspector at various Library Institutes and by letter, the boards of twenty-six public libraries in the Province have filed with the Inspector a list of the industries located in their respective towns. The procedure after this has been as follows:

Books to the extent of forty or less have been selected from the several hundred purchased during the year, exceptional care being taken to obtain only the very best possible on each subject and only those absolutely up-to-date and recommended by technical experts, theoretical as well as practical. These books are shipped in special Travelling Library cases. It is well to emphasize the fact that these books are all chosen to meet the daily vocational wants of the artisans employed in the factories or workshops as enumerated by the Library Boards. The books are graded as to class, and suitable alike for apprentice, skilled mechanic, foreman or superintendent.

Complete classified catalogues of these accompany each library.

I am now sending with each case of books, fifty Stereoscopic views, illustrating the various processes of manufacture as followed by the foundry, factory, or workshop, in which the artisan of the towns applying for technical libraries are employed. These, though not necessarily views of the actual factories located in that town, are photographs of other well known works in which similar industrial processes are being carried on. It is believed that these pictures will more than accomplish what was expected of them as extra inducements to compel the interest of the reader.

To insure success two accessories outside the mere purchase and loaning of books by the Department were clearly indispensable, namely: (1) An announcement that would reach the artisan that the books were at his call at the public library, and (2) The co-operation of his employer. These have been fairly met by one of several methods.

(*a*) The posting of classified lists in prominent places in alluring type in workshop or factory.

(*b*) The insertion, with the assent of the employer, of printed lists in the pay envelopes of the workmen.

(*c*) The display of special lists on the walls of the library.

(*d*) Publication of these lists in the local papers.

At the Ninth Annual Meeting of the Ontario Library Association, held April, 1909, amongst other resolutions passed was the following:

> "That this Association is heartily in accord with the late Inspector Leavitt's suggestion, that the promotion of technical instruction among mechanics and artisans through the medium of the Public Libraries of the Province is deserving of the special attention and encouragement and assistance of the Education Department, and that with a view to considering more fully all suggestions made as to measures to be recommended by this Association for the accomplishment of that purpose, a special committee be appointed by the President to report upon same at the next annual meeting."

In accordance with this resolution the Minister of Education complied with the request of the Association to bear the expense of a meeting in Toronto of the Special Committee that was appointed for this purpose.

Realizing that deliberate investigation was necessary before making any direct application to the Minister of Education for financial assistance, I recommended, knowing that the Minister was in general sympathy with the idea, that:

> "Precedent to any action being taken or any further expense being incurred by the Department, that a careful examination of the situation in the United States be made in order to see what has really been accomplished there, and that a sub-committee of the special committee of the Ontario Library Association be selected to visit certain convenient institutions in the United States that have utilized in this connection the Technical Sections of their libraries."

The Minister's reply being favourable, a Special Committee, consisting of Mr. D. M. Grant, Chairman, His Honour Judge Hardy, President, O.L.A., and Mr. E. A. Hardy, Secretary of the O.L.A., accompanied by the Inspector, visited the State Libraries and other libraries at Albany, Boston, Worcester, Providence, Newark, Brooklyn and Buffalo. The findings of this Committee as the result of their investigations can be summed up as follows: That in respect to instruction through the public library, by correspondence courses and examinations, and recognition of such work by Government certificate or diploma, the Committee did not feel able, at that time, to offer any definite suggestions. While quite realizing the possibilities of such a scheme they also realized the difficulties and felt that a great deal of instruction would need to be given to such a matter until it could be finally pronounced upon.*

The results so far of the circulation of the Technical Libraries by this branch of the Department of Education in the manner as previously described, have fully realized expectations. It has been shown that the artisans and other classes of workers have not been slow to profit by the opportunity extended. In two instances where the libraries had to be recalled *orders were placed for copies of each of the several books by a corresponding number of persons who had read the same.* Books were readily borrowed by the mill, factory and workshop hands and studiously perused. Judging by reports received up to the present time of the results of what is but an experiment in its earliest experimental stage, it is believed that the departure will more than justify the efforts that have been made. The results would seem to warrant the recognition of a new era and field of usefulness for the public library.

*Further details of the information acquired on this trip are given elsewhere in this report.

The libraries are loaned for three to six months or longer if requested. If this new method for imparting technical instruction succeeds as expected the libraries participating will be expected to find money to purchase other technological books to the extent of $1.00 for every dollar's worth loaned or donated by the Department.

Chief of the advantages hoped to be derived from this system are the opportunities that it is hoped may be extended to young men, under which, being provincial in character, they could learn to master the technical details of their trade at, at most, 50% less cost than by any private system. If this were carried out it would mean the retention annually in Ontario of a large sum of money now remitted to the United States, and the creation of local training schools from which, in the near future, a number of students might be drawn to our technical schools, colleges and universities.

The following towns have made application for Technical Travelling Libraries:

Barrie.
Berlin.
Brockville.
Burk's Falls.
Chatham.
Cobourg.
Collingwood.
Dundas.
Galt.
Gananoque.
Glen Williams.
Hanover.
Harriston.
Hespeler.
McClary Mfg. Co., London.
Niagara Falls.
Orangeville.
Oshawa.
Penetanguishene.
Sarnia.
Sault Ste. Marie.
Smith's Falls.
Walkerville.
Wallaceburg.
Windsor.

These industrial centres are being supplied with libraries to meet their requirements as quickly as the limited staff of the office of the Inspector of Public libraries will permit.

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## VISIT OF THE SPECIAL COMMITTEE AND INSPECTOR OF PUBLIC LIBRARIES OT UNITED STATESI NSTITUTIONS FOR THE PURPOSE OF REPORTING ON TECHNICAL EDUCATION IN THE PUBLIC LIBRARIES

A Special Committee of the Ontario Library Association having been appointed to enquire into the question of Technical Education in Public Libraries, as referred to in the paper read by the late Inspector Leavitt at the Ontario Library Association Easter Meeting in 1908, met by invitation of the Minister of Education in the Normal School, in January, 1909.

There were present Messrs. D. M. Grant, Chairman, Sarnia; L. K. Murton, K.C., Oshawa; W. Tytler, Guelph; R. Alexander, Galt; His Honour Judge Hardy, Brantford; Rev. W. A. Bradley, Berlin, and E. A. Hardy, Secretary. The Inspector of Public Libraries was present by request.

The Committee endorsed first six propositions of the paper, which were as follows:

(1) Commence with a small league of libraries located in industrial centres.
(2) Each library in the league to raise not less than $100.00 for the purchase of technological books and magazines, covering as far as possible the principal trades of the town.
(3) Divert $1,000 for the purpose of technical books from the $3,000 grant made for Travelling Libraries.

(4) The Education Department to loan to each library in the league technical books to the value of not less than $100.

(5) In many instances the books loaned, after six months, could be transferred to another town. This would practically double the loan.

(6) Have each library prepare a list showing the trades to be covered.

Inspector Nursey having stated that he had recommended to the Minister of Education that "precedent to any action being taken or any further expense being incurred by the Department that a careful examination of the situation in the United States be made in order to see what had really been accomplished there, and that a sub-committee of the special committee of the Ontario Library Association be selected to visit certain convenient institutions in the United States, that are believed to have utilized in this connection the Technical Sections of their libraries, and that he was in general sympathy with the idea," it was agreed by the Committee that it would be most advantageous to do so.

The Inspector further stated that in the event of such a visit of inspection being undertaken he understood that in view of the importance of the subject the Minister would favourably consider the question of the expense of the suggested visit of this sub-committee being borne by the Government.

It was agreed that a sub-committee to consist of the Chairman, Mr.Grant; the President of the Association, His Honour Judge Hardy, and Mr. E. A. Hardy, Secretary of the Ontario Library Association, visit such institutions as might be selected.

This committee, accompanied by the Inspector of Public Libraries, left Toronto, February 10th, and visited the following places and institutions:

Albany, N.Y., State Library.

Boston, Mass.—Boston Public Library, State Commissioners of Education.

Worcester, Mass.—Worcester Public Library, Worcester Trade School.

Providence, Rhode Island—Providence Public Library and Technical Department.

Newark, New Jersey—Newark Public Library.

Brooklyn, New York—Pratt Institute and Free Library and Pratt Library School

Buffalo, New York—Buffalo Public Library.

Niagara Falls, New York—Public Library.

This committee after its return reported at length. A copy of this valuable report was handed to the Minister of Education. It appears in full in the printed Proceedings of the Ontario Library Association for 1909.

Referring to the question of instruction through the Public Library by any such scheme as Correspondence courses and examinations and recognition of such work by Government certificate or diploma no definite suggestions were offered, for though while realizing the possibilities of such a scheme, the difficulties were also realized and it was admitted that a great deal of consideration would need to be given to such a matter before it should be pronounced upon.

I would add that I thoroughly concur in the "findings" of the Special Committee.

I desire to place on record my official and sentimental appreciation of the business and social courtesy extended to myself and associates during the trip, notably to Mr. J. I. Wyer, Jr., Director of the State Library; Mr. W. R. Eastman, Chief of Division of Educational Extension; Mr. Asa Wynkoop, Inspector of Public Libraries, and Mr. F. L. Tolman, Reference Librarian of Albany; to Dr. Snedden, Mr. Frank Waldo, Mr. Chevalier and Mr. Otto Fleischner of Boston; to

Mr. S. S. Green, the librarian emeritus at Worcester, and to Mr. R. K. Shaw, the Educational Director of Y. M. C. A., Mr. Wilton P Higgins and Mr. W. M. Spaulding, two prominent manufacturers, the former of whom is on the Executive Committee of the National Society for the Promotion of Industrial Education and a Member of the Massachusetts State Commission on Industrial Education, also to Mr. Wheeler, the Assistant Librarian at Providence, who, in the absence of the Chief Librarian, extended every facility in his power. To Mr. J. C. Dana, the well-known *doyen* of librarian extension, at Newark, together with Mr. Richard C. Jenkinson and to Mr. I. S. Stevens and Miss Mary Plummer, of Brooklyn, to Mr. H. C. Brown, of Buffalo, and to Miss Witmer, of Niagara Falls, I am under many obligations.

Summing up the situation in regard to the Public Library and its direct relation to Technical Education in respect to the places visited in the United States, it is gratifying, if surprising, to find that with the exception of Worcester and Newark not much greater progress has been made in this particular feature than in Canada.

In the Libraries of NEW YORK State no course of study has yet been instituted for the benefit of the artisan class and no steps taken to carry on the work of the Correspondence Schools. The Executive of the State Library at Albany are looking forward, however, to some such movement, willingly admitting that "Ontario's proposition is an admirable one."

Though BOSTON under Dr. Prince, State Board of Education, has started six Trade Vocational Schools for specific technical training, towards which the State will it is said contribute one-half of the expenditure, Mr. Waldo reported that the only move made towards library educational co-operation was in holding a special meeting a year and a half ago in the winter to discuss "How the libraries could help technical education."

At Situate Public Library, Mr. Bailey has classes in the evening for Industrial Drawing.

WORCESTER.—The Public Library at this place is moving forward in respect to technical education; it has a Trade School in operation, where youths are engaged at the bench in iron and woodwork, while the girls have a cooking school. The Library is about to open a special room on the street floor for the use of artisans in which technical books are to be read. The directors realize, however, that what is needed to thoroughly impart information, once in a while is the "living voice." In this room, which is exclusively for the visiting mechanics and men of an inventive turn of mind, they use many of the Scranton books.

PROVIDENCE.—The Industrial branch of the Public Library circulates 8,157 books of a technical character, in the selection of which the foremen mechanics are consulted. It also has a musical library which circulates 2,000 pieces.

NEWARK, N. J.—A city of great manufacturing interests, has in the past two years added substantially to its technical collection of books, and has now from 10,000 to 12,000 volumes in its technical library.

This collection is available for use every day till 10 o'clock and on Sundays from 2 till 9. This one fact, the possibility of using these books from 9 to 10 in the evening and on Sundays has proved a great advantage to many who had been unable to study the collection because of the library closing at 9 during the week and the closing of its book department on Sunday.

The Newark Library has printed on its own press a poster 12" x 15", which is now being placed in stores and factories, calling the attention of manufacturers and artisans to the advantages of its technical department. The Library issues regularly every month eight mimeographed bulletins, one of these is the *Applied Arts Bulletin.*

An average of over one-third of the readers have been found to be using books either at the tables or in the book aisles, and most of the other *two-thirds have been reading the technical or scientific periodicals.*

In one room are studies and designs on cards mounted for reference and loaning. In another a big open shelf reading room. In another several thousand technical and scientific manufacturers' catalogues, and 538 volumes of Patent Office Gazettes.

Since Newark opened its Technical Library the use of scientific and technical books has increased 15% in one year. A room is also devoted to samples of materials in process of manufacture—from the crude to the finished article.

### THE PRATT INSTITUTE LIBRARY, BROOKLYN

Connected with the above famous Institute is a Technological Department. Since the establishment of this the circulation of books has increased 15% in one year. The books are loaned for one month without renewals.

On the Applied Sciences Mr. Stevens, the Librarian, states that English books are preferred to American, being regarded as more thorough; but there are, of course, exceptions. Pratt publishes a most valuable monthly list of new technical books.

The Pratt Institute, as a school of practical industrial instruction, is probably the foremost of its kind in the United States.

Mr. Edward F. Stevens, of Brooklyn, the Chief Librarian at Pratt, and a recognized authority on technical topics, in a recent article in the *Library Journal,* wrote that:

"*Already Canada has taken steps in recognition of the natural relationship of the library to education.* In Ontario a measure is expected to be introduced by the Minister of Education which will establish a league of libraries in industrial centres for providing the text-books of the principal trades of those centres for distribution to mechanics earnest for self-improvement.

"This is only one phase of this activity across the border.

"There yet remains unprovided for that larger class of students (of our new trade schools to be sure), apprentices, mechanics, young engineers, inventors, practical men of many interests—the learners and earners of industrial society, whose need being greatest can be served the best—that great body identified with this new movement for industrial betterment. These must and do now look to the public library to vindicate itself as the library of *all* the people.

"The literature of industry has within recent years risen to a dignity that commands the respect of bookmen.

"To convince practical business men that a public library can serve them adequately in their business necessities requires much study and all of one's tact. Men must learn that the public library is not merely a general privilege, but virtually a personal possession; that the reference librarian and his associates are not officials ready to dispense favors, but public subordinates at the command of the visitor. Red tape must be dispensed with."

BUFFALO issues special catalogues of industrial books for artisans with Call Numbers. These books are issued according to the occupations of the borrowers.

The Larkins Soap Company have a special school of instruction for their staff

Wallaceburg Public Library,

Winnipeg, Manitoba, Public Library.

of 1,200 employees. Mr. H. L. Brown, the Public Librarian, essentially a progressive, is making preparation to institute a systematic course of reading for artisans, but so far nothing specific has been done.

NIAGARA FALLS, N.Y.—Beyond sending special collections of books to the employees of the largest local manufacturing concerns in the city, Miss Witmer, a most capable librarian, stated that no step has yet been taken to utilize the library for the technical education of the workman.

## TECHNICAL EDUCATION

### *By Means of Travelling Libraries.*

The following copies of (1) Lists of Industries in Oshawa as given in the letter of application from the Chairman of the Oshawa Library Board for a Technical Travelling Library; (2) the Inspector's letter to the Chairman when shipping books, and (3) the Chairman's report upon the results of the experiment and the circulation of the books, are inserted here in order to illustrate the plan followed by the Department of Education in complying with applications as received, and for the instruction of other applicants. The choice of books when this first case was made up was limited.

*Copy of Application for Travelling Technical Library for Town of Oshawa, with List of Local Industries.*

Ontario Malleable Iron Co. employs about 550 men; iron moulding and pattern-making the chief occupations.

Fittings, Ltd., about 150 men; iron moulding, iron fitting and pattern-making, machinists.

The McLaughlin Carriage and Automobile Works, about 450 men; woodworkers, painters, blacksmiths, upholsterers and carriage trimmers and machinists, gasoline engine workers; anything on automobile construction will be welcome.

The Pedlar Metal Roofing Co., about 100 men; pressed metal workers, draftsmen, machinists, metal roofing and interior decorated metal work, also corrugated culverts.

The Williams Piano Co., about 200 men; manufacturers of pianos, wood carving and general wood workers, cabinet makers, etc., painters, stainers and varnishers.

The Robson Leather Co., manufacturers of plain and fancy leather and general tanning business, employs about 100 men.

The Woon Works, manufacturers of threshing machines and general strong machinery, mostly machinists, employs 100 men.

The Schofield Woollen Mills, manufacturers of knitted woollen goods, employs 100 men.

W. J. Trick, interior fittings and office furniture.

Matthew Guy, hearses, broughams and special carriages, 30 men employed.

Dormer & Park, iron foundry, 25 men employed.

The T. Eaton Co., whitewear factory, employs mostly females, perhaps a dozen men, cutters and engineers, 200 employed. Gas Works. Electric Light Power Plant. Mechanical Engineer, operating engines at all the factories. Oshawa Canning Co., employs about 100 men and women.

*Copy of letter from the Inspector when sending the Library Case No. 171 to L. K. Murton, Esq., K.C., Chairman, Oshawa, Ont.*

TORONTO, May 9th, 1910.

"In the Library shipped you will find forty volumes in all, representing a value of $51.65. This is an experimental case. If the results of this departure prove of practical benefit to the class of readers interested, then it is hoped that steps will be taken to establish a League of Libraries; this League will be invited to join with the Department in circulating these and other books of a similar character, each Library agreeing to purchase books to the extent of a value yet to be determined. This present departure is, as I say, an initial step.

A Register is enclosed in which the Librarian, or the official who has charge of the Special Library, is expected to keep a correct record of the circulation of the books, which, together with the report of the official referred to, when the books have been thoroughly perused and the Library returned to the Department, will constitute the information upon which a proper estimate of the benefit derived can be reached, and upon which future action can be based."

On December 8th Mr. Murton reported as follows:

"Our Librarian has furnished me the following information, which I have condensed, and in part tabulated, respecting the Technical Library Case, No. 171, furnished by your Department on 7th May, 1910, and its subsequent use to 7th December, 1910, seven months.

Number of books received ..... 40
Number of these books issued as circulating library ..... 35
Total number of issues ..... 107

While these books, in addition to being issued in this way for home reading, were frequently consulted at the Public Library building, on special points without being taken away, the actual circulation of each book is shown by the following table":

| Book No. | Times Taken Out | Book No. | Times Taken Out | Book No. | Times Taken Out |
|---|---|---|---|---|---|
| 1 | 8 | 14 | 1 | 25 | 2 |
| 2 | 2 | 15 | 4 | 26 | 3 |
| 4 | 5 | 16 | 2 | 27 | 2 |
| 5 | 1 | 18 | 5 | 28 | 7 |
| 6 | 8 | 19 | 3 | 29 | 2 |
| 7 | 4 | 20 | 3 | 30 | 7 |
| 8 | 1 | 21 | 2 | 31 | 2 |
| 9 | 6 | 22 | 4 | 32 | 1 |
| 10 | 2 | 23 | 3 | 33 | 2 |
| 11 | 3 | 24 | 2 | 34 | 1 |
| | | | | 36 | 1 |
| | | | | 37 | 3 |
| | | | | 38 | 2 |
| | | | | 39 | 2 |
| | | | | 40 | 1 |
| | | | | Total... | 107 |

"The titles of the books show that the Williams' Piano Factory here and the McLaughlin Carriage and Automobile Factory furnished a much larger proportion of readers interested in improving themselves in their trades than the different iron working factories. Indeed the employees of the latter have been

singularly indifferent to the advantages offered to them, although, of course, there are a few exceptions. Those who have taken an interest in this Loan Library have been greatly pleased with it, and it was difficult, in fact *impossible at times, to supply some of the works asked for as rapidly as they were demanded.*"

BARRIE

In reporting on the Library sent to Barrie, Mr. Hunter, the Librarian, wrote that:

"The Technical Library that you sent us (containing works on railway operation and branches of railway work) has been of much service here. As the railway employees live chiefly in the south end of this town (the part known as Allandale), we considered it advisable to place the railway technical books in the circulating library of the Y. M. C. A. of the G. T. R. division at Allandale, where they could be loaned with greater convenience to the men. This was done, and it has met with good results. Shortly afterward they formed an engine class of young men to prepare for an examination on locomotives, which the operatives have to pass; and they find the books very serviceable in this direction. *This has made a forward step in railway technical education that is worthy of note in your report.*"

SARNIA

Mr. D. M. Grant writes as follows:—

"I wish you would send us an additional Register for the issue of books from the Technical Libraries, as the old ones are filled up and the books still going out in considerable numbers."

LONDON

The McClary Manufacturing Co. of London, in making application for a Technical Library, stated "that in their two factories they had about 1,000 hands employed, with a circulating library in each; and had established classes amongst the men for instruction." Up to the time of writing it has been impossible to prepare a case for the McClary Co.

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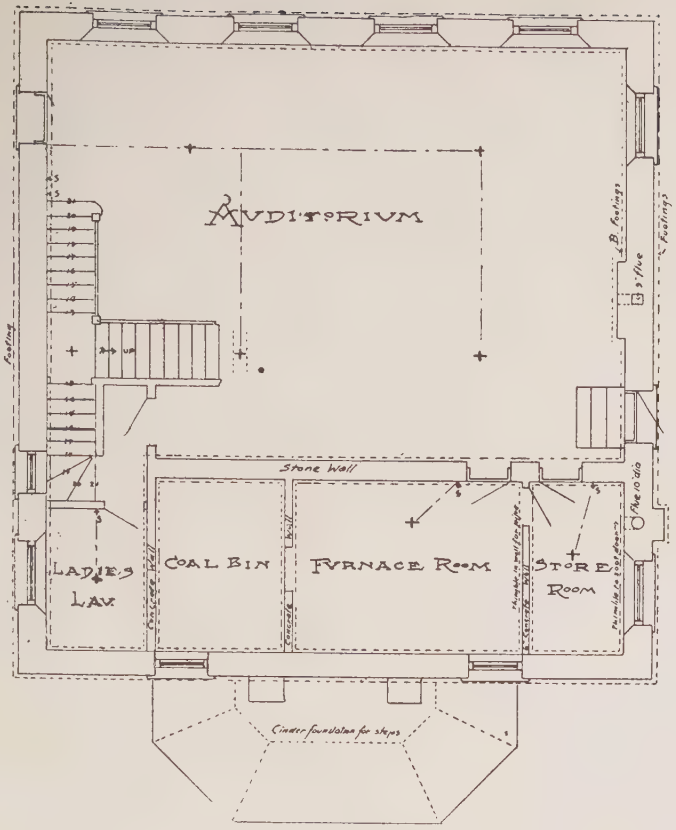
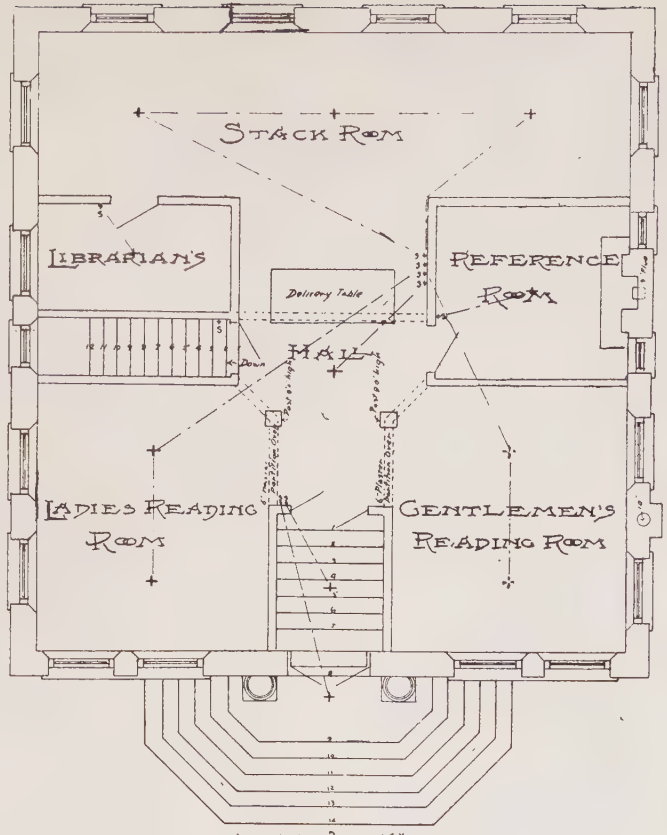
I hesitate to call the Public Library the "people's university," for the phrase has become frayed and threadbare, "with a decided tendency towards cant." Call it what we will, we are all interested in finding out to what extent the library may help a poor workman to become a good workman, a good workman to become a master of his craft.

All libraries should make some sort of attempt to keep in touch especially with the leading industries in which the community which supports the library is interested. The unprejudiced will admit that the carpenter and woodworker has as valid a reason to expect to find a good magazine on the trade on which he depends for his livelihood upon the library table, as has the light literature reader to find the all-story paper or literary review there. *Has the library done its full duty?* It is becoming more and more the practice in the gradual widening of the library field in Ontario to use a fair proportion of library income in the purchase of books and periodicals devoted to the industrial trades.

*It is the shop-taught worker who needs more surely the help the library can and should give him. His wants should be looked after first by getting the books and periodicals that will be of benefit to him, and then by letting him know that they are for his special use.*




Basement Plan.




Ground Floor Plan.

Fergus Public Library.

According to P. B. Wright, of St. Joseph, Mo., in the *Library Journal* (Dec., 1909), "for one person in the United States who receives a higher education, and for three who receive the education of the secondary schools, there are sixty-five who receive only an elementary education, and that chiefly in the lowest grades," or, as William Allen White recently stated in an article in the *American* (August, 1909), "only 3,000 persons received post-graduate degrees from our colleges and free institutions, and only 25,000 of the 24,000,000 available students complete the four years' college course. The school begins to lose its hold on the children, and especially the boys, at 13 and 14, and the grip slackens startlingly fast each year thereafter. *This is the period the library fight begins* and it extends until the boy is a man. If the proper foundation has been laid, the library has more than a fighting chance and *if it encourages the boy, and meets his needs and requirements, the library will win.*"

Mr. Dodge, president of the Link-Belt Company of Philadelphia, Pa., shows that the actual money value of training of this sort is large.

As to the earning power of groups of men graded as unskilled, shop-trained, trade school, technological school, etc., his investigation demonstrated that the unskilled group receives $10 per week at 22 years of age, and does not advance much farther. Of the shop-trained group, the average enters the shop at 16 (note the age) at $3 per week; advances steadily to $9 at 20; to $13 at 22½; to $15 at 24, beyond which the average does not advance. *This is the group offering the greatest field for the library,* and what may be done for them in a material way alone is seen by the statement that the next higher group, that of the trade school, the average man enters the shop at 19 at $12 per week, advances to $15 at 20½; $16 at 21½; to $22 at 25. Note the striking differences in earning power. The technology group enters the shop at 22 at $13 a week; advances steadily to $32 at 27, then at a less rapid rate to $42 at 32.

At the age of 23 it will be seen that he estimates the earning power of the shop-trained man at $700 a year and of the trade-school trained man at $900 per year. At the age of 32, the apprentice educated in his vocation has increased his annual wage to $1,250, while the untrained man has increased his only to $850. On the basis of 5 per cent., at 32 years the potential value of the first would be $25,000, and of the second only $17,000. Or. in other words, the wealth of the State is increased $8,000 for every individual who is given vocational training.

The cost of industrial training becomes insignificant in comparison with results such as these.

## LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The following Literary and Scientific Institutions, etc., having duly reported according to the requirements of the Act, have received the undermentioned grants during the year 1910.

| Name. | Amount of grant. |
|---|---|
| | $ c. |
| Brant Historical Society | 100 00 |
| Elgin Historical and Scientific Association | 100 00 |
| Essex Historical Society | 100 00 |
| Huron Institute | 100 00 |
| Lennox and Addington Historical Society | 100 00 |
| Lundy's Lane Historical Society | 200 00 |
| London and Middlesex Historical Society | 100 00 |
| Niagara Historical Society | 200 00 |
| Ontario Historical Society | 800 00 |
| Simcoe County Pioneer and Historical Society | 100 00 |
| Women's Canadian Historical Society of Ottawa | 200 00 |
| Women's Canadian Historical Society of Toronto | 100 00 |
| Women's Wentworth Historical Society | 300 00 |
| Hamilton Scientific Association | 400 00 |
| Ottawa Literary and Scientific Society | 200 00 |
| Canadian Institute | 1,000 00 |
| L'Institut Canadien Francais d'Ottawa | 200 00 |
| Ottawa Field Naturalists' Club | 200 00 |
| Wellington Field Naturalists' Club | 100 00 |
| Royal Astronomical Society, Toronto | 600 00 |
| Society of Chemical Industry | 200 00 |
| Ontario Library Association | 200 00 |
| Reading Camp Association | 500 00 |
| Canadian Free Library for the Blind, Markham | 200 00 |
| *Ontario Society of Artists | 500 00 |
| Central Ontario School of Art and Industrial Design, Toronto | 400 00 |
| St. Patrick's Literary Association of Ottawa | No report. |

NOTE.—It is not possible to publish this year the interesting annual reports received from many of the above Associations. Their complete proceedings will appear in 1911.

### ONTARIO HISTORICAL SOCIETY

This important parent organization held its annual meeting 17th and 18th September, in the Theatre of the Department of Education; the President, Mr. Barlow Cumberland in the Chair, with Mr. Clarkson W. James, Secretary. A record number of representatives of the many affiliated Historical Societies was present. After an especially interesting address by the President, the Secretary presented his annual report. It is impossible in the limited space available to give even an epitome of this. It contained a detailed story of the work undertaken and accomplished during the year, the result of exceptional and record effort on the part of the Secretary who has spared neither time or pains in preparing an Historical Catalogue of the many papers, documents and relics in the custody of the Society hitherto unattempted.

It showed that these records, maps, etc., reached a grand total of 5,496, and properly catalogued, are now readily accessible for reference by those seeking further light on the history of the Province, its pioneer heroes, heroines, struggles, and landmarks and the efforts made to preserve the latter.

The proceedings of the Society with reports of the transactions of its affiliated Societies have since been printed in book form, 162 pages of statistical and historical reading, a graphic presentment of matters of exceptional interest

not only to students of provincial history, but to any one—and this should mean everyone—rightly concerned in the chronicles of the country they live in. This volume can be obtained upon application to Mr. Clarkson W. James, Secretary Ontario Historical Society, care of Department of Education, Toronto.

### THE CANADIAN LIBRARY FOR THE BLIND

In submitting the Annual Report of the above Institution the Secretary, Mr. S. C. Swift, M.A., writes in part as follows:—

"You will there see that a sincere attempt has been made to meet the demands of your department for a more business-like method of administering the finances at our disposal, and that our librarian is now a salaried officer, receiving $600.00 a year as her remuneration.

"Our membership and circulation are steadily increasing, which, we respectfully submit, is a proof of the good work done and our right to permanent existence. But permanence can only be absolutely assured by the Government granting an increased appropriation for maintenance."

The Secretary refers to the New York State Library. "The entire cost of maintenance (including salary of librarian, grant for books, etc.) is defrayed by the Government." "The result of this," he continues, "is to take the library completely out of the class of charities and to place it among the educational institutions of the land." Mr. Swift concludes his report by suggesting the advisability of taking over the Markham Library by the Department of Education and placing it under Government control, or failing that to give it an increased grant so as to "enable us to devote a part of the funds derived from other sources to the wiping out of our deficit and the establishment of our library upon a sure footing."

It would seem that if the Canadian Library for the Blind is to expect the sentimental and business fulfilment of its praiseworthy mission, certain reconstruction is necessary. An inspection will shortly be made and an interim report submitted to the Minister of Education. The deficit of $185.00 has since been reduced to $85.00. The Board of Management as now constituted consists of Messrs. E. W. Hermon, F. W. Johnston, S. C. Swift, M.A., C. W. Carruthers and C. B. Lloyd with Mrs. Marian Robinson, Secretary.

Pertinent to the subject of rendering assistance to the blind, I would add that I have received letters from Mr. George H. Locke, Chief Librarian, Toronto, and Mr. W. O. Carson, Librarian of the London Public Library, both advocating the introduction into Public Libraries wherever possible of a proportion of books for the local blind. With this suggestion I am in complete sympathy and would respectfully recommend that in regard to Travelling Libraries of this Department, I be authorized to include a small number of selected books for blind readers, to be placed in certain Cases for loan to such communities where it has been ascertained that blind persons reside. I consider that the establishing of reading-rooms and lending libraries for the blind should be included in the work of every public library, even should only a few of the sightless seem to avail themselves at first of the privilege.

### AMERICAN LIBRARY ASSOCIATION

#### ANNUAL MEETING, MACKINAC ISLAND

In response to an invitation extended by Dr. Hodges, President of the American Library Association, the Inspector accompanied by His Honour Judge Hardy, President of the Ontario Library Association, attended by request of the Minister of Education, the annual meeting held at Mackinac Island, Lake Huron, in June,

1910. Other Canadian representatives present, and who took an active part in the proceedings were: Mr. C. H. Gould, ex-President of the A. L. A., Librarian, McGill University, Montreal; Mr. Laurence Burpee, Librarian, Ottawa; Mr. W. O. Carson, Librarian, London; Miss Black, Librarian, Fort William and Miss Dunham, Librarian, Berlin.

The knowledge absorbed by daily intercourse with many of the brightest men and women library workers in the United States, of whom there were about 600 present, and the insight gained into the methods that obtain across the border were invaluable. While duly appraising the pace set by these ladies and gentlemen and from whom there is much to learn and copy—and from whose open avowals we learned what to avoid, it was gratifying to realize that in all respects, not alone taking into consideration the questions of comparative wealth and population—Ontario has every reason to be proud of its own position. Restricted as to space I have no opportunity in this report to particularize.

The sincere thanks of the Canadian contingent are extended to the President, Officers and Members of the American Library Association for the unreturnable courtesies shown, enumeration of which is impossible.

I would respectfully recommend that some provision be made by the Legislature to in part defray the expenses of the Ontario Library delegates, who it is hoped will assemble from all parts of the Province to welcome the members of the American Library Association, who it is expected will hold their annual meeting at Ottawa in 1912. This gathering should be an international one.

### THE READING CAMP ASSOCIATION

The method, or rather, I should say, lack of method, pursued by this Association in its disbursement of the moneys granted by the Legislature show, I regret to say, no improvement. While its primary purposes are undeniably laudable the administering of its financial affairs is lax. My criticisms in last year's report, stand.

I declined to recommend payment of the balance of $250.00 of the $500 legislative grant until some statement of expenditure was made. In response to this Mr. Fitzpatrick mailed to me an undated and unsigned memo. of expenditure of the sum of $1,144.79, consisting of six items lumped, but unaccompanied by any details.

Upon the Superintendent's repeated entreaties that I would accept his explanations, and his promise that for 1910 a statement would positively be rendered in detail, and that he "would be grateful for any suggestion or advice that would enable him to carry on the work more systematically and successfully," I recommended to the Minister payment of the $250.00 as called for.